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ABSTRACT

Language instruction techniques are developed through extensive discussion of methodology with sample lesson plans in Spanish, French, and German at the elementary and secondary level. This state curriculum guide also comments on program articulation, selection and use of a language laboratory, evaluation of student achievement, and the place of Russian in the curriculum. A bibliography is included. (RL)

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GUIDE TO THE IMPROVEMENT OF THE TEACHING OF MODERN FOREIGN LANGUAGES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Prepared by

THE STATE COMMITTEE
ON THE IMPROVEMENT
OF MODERN FOREIGN LANGUAGES

OF

The Oklahoma Curriculum
Improvement Commission

Revised Edition

June, 1964

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Oliver Hodge, Superintendent

FL 001 755

FOREWORD

Without communication there can be no understanding, and without understanding there can be no civilized living. The advances of technology have made us next-door neighbors to all the peoples of the world. It is imperative that we now learn more effectively to communicate with them, to understand them, and to get along with them.

Foreign language study is, therefore, assuming a crucially important role. It is not to be considered a frill, nor a mere hurdle to be cleared (or circumvented) in order to get to college. It should be studied for what it really is: a door to new avenues of communication; a window which gives new insights on the family of man.

The *Guide* has been developed by a state-wide committee of the Oklahoma Curriculum Improvement Commission whose major function is to improve instruction in the various areas of the curriculum. The committee is composed of a group of seventeen able teachers, supervisors, and administrators representing the schools and colleges of Oklahoma.

The State Department of Education hopes that this *Guide* will prove to be a useful resource for teachers in the area of modern foreign languages. It is not intended to serve as a prescription or as a directive to any person or group.

Oliver Hodge
State Superintendent of Public Instruction

June, 1964

ACKNOWLEDGEMENTS

In June 1958, the Oklahoma Curriculum Improvement Committee authorized the appointment of a State Committee for the Improvement of the Teaching of Modern Foreign Languages. After two years of work, the committee wrote and published a GUIDE TO THE IMPROVEMENT OF THE TEACHING OF MODERN FOREIGN LANGUAGES. The funds for financing of this *Guide* were made available under provision of the Oklahoma allotment of the National Defense Education Act, Title III. We wish to acknowledge the work of this committee and to thank them for the excellent work which they did and for the impetus given by this first *Guide* to the improvement of foreign language teaching in Oklahoma.

In August 1963, Mrs. Patricia Hammond was appointed, under the Oklahoma plan for implementing Title III of NDEA, as an Assistant Director of Instruction in the Department of Education. Her responsibility is the coordination of foreign language programs in Oklahoma. In cooperation with the Oklahoma Curriculum Commission, a new state-wide committee was appointed to work with Mrs. Hammond in the revision of the *Guide* which was used for a year in temporary form by schools of Oklahoma. The present edition represents two years of work and observation by the committee as well as one year's experience in Oklahoma foreign language classrooms. After a year of concentrated effort, the committee has revised the guide, and this revision is being published for use in the schools of Oklahoma. Without all of these resources, publication of this *Guide* would not have been possible.

Early in the school year 1963-64 an advisory council composed of administrators and foreign language teachers on the university level was named to give guidance to the committee on problems of articulation and help in the development of a basic philosophy of foreign language instruction in the public schools of Oklahoma. The committee wishes to express its appreciation for this needed assistance. Those who served on the advisory council were: Mr. Leslie F. Roblyer, Superintendent, El Reno; Dr. James Artman, Department of Foreign Languages, University of Oklahoma; Dr. John L. Schweitzer, Acting Chairman, Department of Foreign Languages, Oklahoma State University; Mr. A. Willard Brokaw, Superintendent, Shawnee; Mr. W. H. Rainwater, Superintendent, Durant; Dr. Gene Shepherd, Assistant Superintendent, Oklahoma City; Dr. Hiram Alexander, Assistant Superintendent, Tulsa.

The committee wishes to thank Mr. F. R. Born, who was Director of Curriculum as our work began, and his successor, Mr. Paul Taylor; both of them gave their encouragement and help.

Members of the original committee were:

Mrs. Kathleen Ryan, Chairman
Oklahoma City
Dr. Richard E. Bailey
Oklahoma State University
Mrs. Mildred Dosser
Lawton
Dr. Lowell Dunham
The University of Oklahoma
Mrs. Patricia Hammond
Tahlequah
Miss Jean Holland
Northwestern State College
Mrs. Norma Jones
Guthrie

Mrs. Mildred Lyon
Midwest City
Mrs. Audis E. Moore
Okmulgee
Miss Grace Richardson
Duncan
Miss Jessie Mae Smallwood
McAlester
Mr. R. O. Sumter
State Department of Education
Miss Annie Laurie Von Tungeln
Tulsa
Mrs. Rosa Willibrand
University School, Norman

Members of the revision committee are:

Mrs. Helen Carney, Chairman
Edison High School
Tulsa
Dr. James Abbott
Professor of Spanish
Oklahoma University
Norman
Dr. Daniel Acosta, Chairman
Department of Foreign Languages
Northwestern State College
Alva
Dr. Richard Bailey
Department of Foreign Languages
Oklahoma State University
Stillwater
Mrs. Marguerite Bowman
Central High School
Muskogee
Mrs. Ruth Burrows
Wright Junior High School
Tulsa
Dr. Erich H. Eichholz
Department of Foreign Languages
University of Oklahoma
Norman
Dr. H. M. Farnsworth, Chairman
Department of Foreign Languages
Northeastern State College
Tahlequah
Mr. Luis González
Midwest City High School
Midwest City
Mrs. Rosa Willibrand
University School, Norman

Mrs. Dorothy Hensley
TV Broadcasting Center
Oklahoma City Schools
Oklahoma City
Mrs. Elizabeth Kendall
Northwest Classen High School
Oklahoma City
Mrs. Ada Knight
Lawton High School
Lawton
Mrs. Mildred Lyon
Division of Language Arts
Central State College
Edmond
Mrs. Patricia Pernalete
John Marshall High School
Oklahoma City
Mrs. Virgie Rooker
Foreign Language Department Head
Altus High School
Altus
Mrs. Patricia Hammond
Assistant Director of Instruction
  in Charge of Foreign Languages
State Department of Education
Room 110, State Capitol
Oklahoma City 73105
Mr. Paul Taylor, Director
Curriculum Division
State Department of Education
Room 110, State Capitol
Oklahoma City 73105

Dear Fellow Teacher:

An excellent committee of teachers selected from all areas of the state and all levels of foreign language instruction has worked diligently in the preparation of this *Guide* for your use. We all owe much to their willingness to give so freely and graciously of their time and abilities to this work which is of such vital interest to Oklahoma teachers of foreign languages.

Many lesson plans have been included to be studied and adjusted to the needs of your own classes. Since there are five textbooks in modern foreign languages on the adopted list for secondary schools in Oklahoma, lesson plans based on several of these have been included. Plans based on some of the newer materials which have recently been published have been included, also, since these materials are being used in some of our schools, FLES lesson plans were written in English, Spanish, and French.

Lesson plans vary in style as personalities of the teachers who wrote them differ. They should be studied for new techniques, and ideas for presentation of materials and then adapted to your own teaching personality. A good teacher can never follow someone else's plans exactly.

Statements in this *Guide* are based upon the best opinions and most recent studies which could be made available to our committee.

May I express to each of you my sincere hope that this book may be given a permanent place on your desk and in the planning of your curriculum.

Sincerely,
MRS. PATRICIA HAMMOND
Assistant Director of Instruction
in Charge of Foreign Languages

PH:mp

NOTE TO ADMINISTRATORS

All foreign language teachers are appreciative of the fact that it is the administrators who create the environment in which a foreign language program is able to grow and be of service to the community. While this, of course, is true in all areas of study, it is particularly so in the foreign language field which is in a period of new growth and transition. Teachers who feel a sense of security in their work are free to put all of their attention on teaching. This sense of security can be provided only by a good administrator.

As administrators, you will have an understanding of our need for your cooperation in encouraging your foreign language teachers to make careful use of this guide in the planning of their work. It will become a valuable part of your program of in-service training and will help in the provision of continuity in your curriculum. It will also facilitate articulation of the program at the state level.

It is the opinion of authorities in the language field that the ideal foreign language curriculum begins in the elementary schools and provides continuous level-over-level progress through senior high school. We realize that many times this ideal is impossible of attainment and we wish to express our conviction that even one year of foreign language, well taught and properly motivated leaves a reservoir of experiences in learning which enables a child to take an objective point of view toward his own language and culture as well as toward languages and cultures of other nations. The knowledge that the expressions "hello" and "goodbye" (for example) are not used as greetings by people of other countries could be the most realistic method of learning that other points of view are possible and even logical, not only in the area of communications, but in other areas of study as well.

Foreign language teachers agree that, in our schools, we can prepare people for life in our small, tense, twentieth century world where understanding each other is necessary if we would survive. We earnestly believe that even one year of foreign language study can make a practical contribution to a child's study and appreciation of other cultures, thereby helping him to achieve an understanding of people and ways different from ours. This would often lead to further study in that direction by adults as well as children.

The committee solicits your continued interest and encouragement in this important area of your school curriculum.

PURPOSE

We have tried to write a guide to the teaching of modern foreign languages which Oklahoma teachers will take off the shelf so many times that they will finally decide to keep it on their desks. In other words, we want to answer questions that arise in the classroom.

The first question that a class asks by its mere existence is, "What shall we learn this year, this term, this week, today, and in the first twenty minutes of the period?" Of course, the student will learn to speak, understand, read, write, and think in the foreign language; or, as the committee kept saying, "They must learn to use the language." Since an initial period of pre-reading (listening and speaking without reading and writing) strengthens logical language learning, we have described pre-reading for new teachers and for teachers seeking new experience. However, the committee agreed to differ on the amount of class time devoted to listening, speaking, reading, and writing at each level, in order to grant each teacher the freedom so necessary for creative teaching.

In order to maintain standards of achievement for the study of foreign languages in the state, the teacher is responsible for reaching goals set forth in the guide for each level. Within the broad outline, each teacher will decide upon goals for each unit of study and will evaluate in terms of those same goals. As experienced teachers, we realize that the execution of this simple idea requires complex and minute preparations; therefore, a large portion of our *Guide* presents detailed lesson plans, which we hope teachers will read, evaluate, adopt, and then improve. These plans suggest ways to drill and to test, both in the classroom and in the language laboratory.

Another question to be answered in planning a program of foreign language study is, "How will students use this year's learning next year?" We must plan sequential experiences that will take the learner where he is and challenge him to learn more about the subject. For this reason, we have offered several plans for continuing foreign language courses, some beginning in elementary school, others in junior and senior high school.

We hope that more Oklahoma schools will introduce foreign languages into their curriculum before high school, but we believe that the most important consideration is to have a continuing study of the language.

HELEN CARNEY
Chairman

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Chapter 1

OBJECTIVES OF FOREIGN LANGUAGE INSTRUCTION

The over-all objectives of foreign language instruction apply to all foreign languages taught in the public schools of Oklahoma and to all levels of instruction from the elementary school to the university. However, the objectives must be adjusted in depth and in spread to fit the level of learning which is determined by the maturity, ability, background, and interest of the student. For example, the over-all objective is to enable students to *use* the foreign language, but it is obvious that subject matter and vocabulary of interest to seniors in high school cannot be used in the third grade. On the other hand, syntax, morphology, and phonology are identical at all levels.

The general objectives of all foreign language instruction should be the acquisition of the following:

1. The ability to understand the language as it is spoken by the cultured native speaker and as he would use it in his community. Dialect and slang forms should be avoided for general usage.
2. The skill of speaking the language with accuracy and facility.
3. The skill of reading the language with immediate comprehension without conscious translation into English.
4. The skill of writing the language.
5. The understanding and appreciation of the culture of the people or peoples who use the language natively. The latter would include also an appreciation of the cultural contribution of these people to our own cultural heritage in the United States and an understanding of the fact that language is a manifestation of cultural development.

Some suggestions for achieving the above-stated objectives are outlined below:

Grades 3-6

To establish association of the language with the child's activities.

To establish pronunciation patterns, taking advantage of the child's imitative ability.

To establish response impulses so that the child responds in the language when spoken to in the language (within the scope of his interest.)

Grades 7-8

To establish response impulses so that the child responds in the language when spoken to in the language within ever-widening circles of experience.

To learn to read material previously learned and to write limited free composition.

Level I (grade 9)

To memorize conversations in every-day situations, containing structural patterns to include the following:

Definite articles
Indefinite articles
Demonstrative adjectives
Possessive adjectives
Interrogative adjectives
Numerals (ordinal and cardinal)
Limiting adjectives
Agreement of adjectives
Plurals of nouns and adjectives
Position of adjectives and adverbs
Comparison of adjectives and adverbs
Personal pronouns
Position of personal pronouns
Indefinite pronouns
Common interrogative pronouns
Common relative pronouns
Pronominal compounds (German)
Reflexive pronouns
Present tense
Preterit (Spanish)
Present progressive (Spanish)
Passé composé (French)
Past (strong and weak verbs) (German)
Present perfect (Spanish and German)
Present participle (French and Spanish)
Past participle
Simple commands
Personal *a* (Spanish)

To learn to write correctly, to acquire a satisfactory minimum vocabulary for active use in speaking and writing and for passive use in understanding and reading.

Level II (grade 10)

To memorize conversations on cultural material containing structural patterns to include the following:

Complete items listed in Level I including common exceptions. Add the following verb tenses:

Imperfect
Future
Conditional
Present Subjunctive
Past Subjunctive
Literary tenses for recognition only

To learn to write correctly the above structures.
To expand both active and passive vocabulary for conversation and reading.

Level III (grade 11) and IV (grade 12)

To read graded literary materials

To discuss the material broadly with oral questions and answers for:
- understanding of story line.
- understanding of author's purpose.
- understanding of social and cultural environment of the language.

To discuss the material minutely with oral questions and answers for structural difficulties and intricacies.

To drill on structural difficulties as they arise

To read supplementary reading to assure a vocabulary of 1500 words for Level III and 2,000 words for Level IV

To write précis, explication de texte, and expressions of personal taste

To increase practice in using the spoken and written language to eliminate persistent errors in structure and meaning

Note: In schools where the number of students is too small to justify more than one class above level II, levels III and IV may be combined by using different materials in alternate years.

Chapter 2

ARTICULATION

As applied to the foreign language curriculum, the term *articulation* implies the joining of the various levels of foreign language study; it may refer also to materials, teaching techniques, course content, or the overall program. Articulation implies both horizontal and vertical continuity. In all areas of our country, the problems involved in the articulation of the foreign language curriculum are of major concern to administrators and teachers.

The ideal concept of uninterrupted sequential progress in foreign language study from the elementary grades through senior high school, with students who have special interest in the language continuing their study in college is the dream of all foreign language teachers. This dream can be realized only through careful, patient planning on the part of both teachers and administrators working together.

Progress from level to level should be continuous once the important decision has been made as to the level at which the program of foreign language study should begin.

There are several problems which are of special importance in planning for continuous instruction:

1. Teachers
2. Materials
3. Equating various levels of instruction
4. Transfer students
5. Articulation between senior high school and college level courses

These problems will be discussed in the order given; it should be kept in mind that this concept of continuing instruction in modern language study is so new that nothing really authoritative has yet been written on the subject. Certain broad outlines suggest themselves.

TEACHERS

The shortage of elementary teachers who are trained in foreign language is even more acute in Oklahoma than the shortage at the secondary level. This problem has been a deterrent to the initiation of a foreign language elementary program in some of our schools. Because of the real interest of our administrators in the program, several methods of overcoming this obstacle are in use in Oklahoma schools. The three principal types of foreign language elementary programs now in use will be discussed in the following paragraphs.

Some small districts, in which the teacher of a foreign language in the high school does not have more than three or four foreign language classes, have found it very satisfactory to release the foreign language teacher for two hours each day so that she may teach foreign languages in the elementary schools. This, of course, is not feasible in large school systems, but excellent results are being obtained by many of our small schools.

Oklahoma City and several schools in the surrounding area provide television instruction in both French and Spanish. Regularly scheduled classes are taught by specialist teachers on television, with follow-up work being done by homeroom teachers who may (or may not) have had any instruction in the language being taught. To implement this work, in-service programs are given at regular intervals. This type of foreign language instruction is excellent if enthusiasm and motivation are supplied by the homeroom teacher through drill and practice. Obvious problems are adequate reception of television programs, scheduling, and the impossibility of repetition of difficult parts of the lesson, or parts which have not been heard clearly. It is to be understood that at the junior high school level, teachers who are competent in the language must be provided.

Other schools which have not been able to use television programs because of poor reception have utilized materials provided by films with carefully planned sequential progress through the elementary grades. In-service films and consultant service are provided by the company from whom the materials are purchased. The follow-up teaching is done by homeroom teachers with the help of practice records planned to be used with each film lesson. As in the case of television instruction, the learning situation is controlled by the homeroom teacher.

At the secondary level, also, competent teachers of foreign languages are greatly in demand. Oklahoma teachers and colleges are working together to the end that more and better teachers may be trained for our schools. Meanwhile foreign language teachers already in the field are returning to school in order to learn new methods and teaching techniques.

It should be always remembered that the finest single asset in any classroom is a teacher who is not only competent in her subject area but is also committed to her work.

MATERIALS

New materials are being published for all levels of language learning; from the elementary grades through the college level; these materials employ devices which use the audio-lingual method and techniques; they present, also, practice exercises and pattern drills which are based upon correct usage from the viewpoint of structural linguistics. These materials are usually published in a several-level sequence.

The provision of financial aid for the purchase of materials and equipment for use in the teaching of modern foreign languages through the National Defense Education Act has made it possible for schools to purchase these new materials and thereby strengthen and modernize their foreign language programs.

Teachers should inform themselves of new publications and should study them in the light of new methodology and the listening, speaking, reading, writing approach. They should be willing to accept new techniques and to try new ideas on their own; they should be informed as to correct methods of using materials for the best results. This information can be acquired through N.D.E.A. institutes, in-service training, workshops, observation of the work of teachers who are trained in new techniques, and independent reading and study.

TRANSFER STUDENTS

The problem presented by transfer students is an ever-present reminder that the most careful plans cannot be perfect. Students who come from other schools with no elementary or junior high school program will necessarily be handled through separate classes. The dual track approach to this problem seems to be the only one at present.

A dual track program permits a student to begin a language in the ninth, tenth, or even the eleventh grade if he has not begun a language earlier.

It is highly recommended that students who have studied a foreign language in junior high school continue the more formalized high school study separate from students just beginning the language. In this way, they can take advantage of the momentum they have gained in speaking and understanding. However, in small schools where it is impossible to have alternate systems, (Spanish I and Spanish I^s, Spanish II and Spanish II^s) students with previous language training can find challenge in leadership with groups of beginners.

ARTICULATION BETWEEN SECONDARY SCHOOLS AND COLLEGE LEVEL

One of the most difficult, yet one of the most vital problems in the entire area of articulation is that of coordination between secondary schools and institutions of higher learning.

Placement tests seems to be one of the best answers to the problem, and the MLA tests are now available to meet this need. Some of our colleges are developing remedial and transition courses.

Another solution, as in the case of secondary schools, lies in the dual track curriculum.

The problems confronting us in this area can be resolved only through closer cooperation between colleges and secondary schools and the ultimate development of a common philosophy.

A high school student with a minimum of two years of language should be able to enter a second-year or intermediate college course, able to understand lectures in the language and able to express himself in the language verbally and in writing. When a student has had three or more years study in the language he should be able to understand the social and cultural background of the language as well. This does not suggest teaching of a survey of literature course in high schools, but means that when a story of literary value is read the milieu of the story becomes a part of the student's appreciation of the language. Then he will be ready, culturally as well as linguistically, to read independently within his chosen interest area as a university student. It is wise to remember that his interest may be political, artistic, scientific, commercial, or social (in the Peace Corps sense as well as in the Riviera sense) as well as literary.

FOREIGN LANGUAGE PROGRAMS IN OKLAHOMA

Most elementary programs begin in the third or fourth grade; the basis for beginning at these levels seems to be purely one of practicability in scheduling. There are variations from this pattern; several Oklahoma schools begin foreign language instruction in the first grade, and a few begin as late as the fifth grade. Several plans which are being used successfully in Oklahoma are outlined here.

Plan A		Plan B		Plan C
(Total Program)		(Six-year Program)		(Senior High School Program)
Level I	elementary grades	Level I	junior high school	four year sequence
Level II	junior high school	Level II	senior high school	ninth, tenth, eleventh and twelfth grades
Level III	senior high school			
Level IV	college			

SOME QUESTIONS AND ANSWERS WHICH SHOULD BE GIVEN CAREFUL STUDY

Who should study a foreign language? The old practice of limiting foreign language classes to the "mentally elite" must be eliminated; there is no basis for the belief that the learning of a foreign language requires an unusually high mental ability.

At least in the early years of study, all students should be enrolled in foreign language as in any other basic subject. This should continue until junior high school; in the seventh grade, students who have had instruction in a modern foreign language in elementary school should continue their study if their progress has been satisfactory; if there is a special problem, students should be permitted to discontinue the subject *only after counselling*.

At the senior high school level, enrollment in foreign language study should be elective. All students who show interest and a real desire to learn a foreign language should be permitted to enroll. Students should not be dropped without careful counselling. Teachers and administrators should be mindful that foreign language study is not a frill, but a basic subject which the student may need in his career.

Which language would be best? Sometimes a community may have a special area of foreign language interest for reasons of geographical location or community history. As a matter of general policy, however, the language chosen is not so important a factor as continuity in study of one language until some degree of competence has been attained.

As a nation we have a great need for understanding of the languages of all nations. For practical reasons such as availability of trained teachers, materials for instruction, etc., perhaps it is wiser to choose one of the better known and more widely used languages (Spanish, French, German) as a first language. Competence achieved in one language other than ones native language makes the learning of a second language easier.

What is the role of the guidance counselor in the foreign language program? The guidance counselor is one of the strongest influences in any school because, in most schools, counselors are in charge of enrollment. A counselor has the opportunity to suggest foreign language study and to discuss it in the light of the needs of the individual student for college entrance or career. Teachers should confer regularly with the counselor on points of student needs and should make information on special phases of the foreign language program available to the counselor.

Perhaps foreign languages more than other subject areas require intelligent counseling because the foreign language curriculum is still in a state of growth and constant change.

How many years of study are needed? Obviously more hours of instruction facilitate better command of the language; no specific guidelines have been developed, but authorities all agree that two years of language study are inadequate. The ideal situation provides continuous instruction from the elementary school through the senior high school, with specialization continuing into college in many cases. However, if a strong program cannot be established in the elementary school, it is considered better to begin in the junior high school and build a strong six-year continuous curriculum than to have a weak elementary program. A weak elementary program serves no real purpose and may cause students to lose interest in the study of foreign languages; a strong elementary program motivates and strengthens language study. A four-year senior high school program would be a minimal provision.

What about a second foreign language? Many students who are especially interested in foreign language study may wish to begin the study of a second language in senior high school. This is desirable and is recommended wherever possible, but it is better to have only one language for four years than to offer only two years of each of two languages. Study of a second language should not be begun until a student has attained proficiency in the first language.

How long should classes be? In the elementary grades a minimal foreign language program would require twenty minutes at least three days each week.

Junior high school foreign language classes should have at least thirty minutes daily as a part of the basic schedule.

Senior high school classes should be full period classes daily.

Chapter 3

METHODOLOGY

INTRODUCTION: The goals of the audio-lingual method are to teach understanding-speaking-reading and writing of the language in that order and with equal emphasis on all four phases.

Since the audio-lingual method requires teaching in depth, i.e. understanding and speaking the language in addition to reading and writing it, not as much vocabulary and grammar can be taught in a given period of time. The process of teaching by the audio-lingual method is slower, but considerably more thorough. Grammar is no longer taught in the form of rules but in the form of speech patterns. The foreign language teacher should have sufficient knowledge of the structure of the foreign language and training in methodology to be able to develop these patterns.

Although there are commercially produced complete audio-lingual courses available, it is at times highly desirable that the teacher be able to produce additional pattern drills to augment the commercial materials. Commercial materials designed for one particular learning situation may not fit too well, or not at all, into another.

The language laboratory is to be regarded as a supplementary classroom, and the activities in the language laboratory must be monitored at all times by the classroom teacher. The language laboratory does not replace the classroom teacher nor does it lighten the teacher's load. Language laboratories serve as a place of practice in which material previously presented in the classroom is drilled until it is thoroughly learned. Since language learning is the acquisition of skill, and since a skill is acquired by doing and not by talking about it, constant drill is necessary. The language laboratory admirably fills this requisite to the learning of a foreign language. Language laboratories are complicated electronic and mechanical devices and today's foreign language teacher should be familiar with the operation of the equipment; he should know what the equipment can do; and he should have some elementary knowledge of the functioning of the various components of the laboratory equipment in order to be able to make simple adjustments and repairs. In the following, audio-lingual methodology and language laboratories are discussed in greater detail.

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

Language study in the elementary school (through sixth grade) should be for all children. At the end of the sixth grade, recommendations concerning the continuance of foreign language study should be made to individual students.

In the elementary school the language study must be an integral part of the curriculum. The language experiences should be those which the children can use in their daily living. Inasmuch as three to five fifteen or twenty minute periods provide adequate time in the elementary phase, it does not need to take time from other subjects. Perhaps shortening recess a few minutes and lengthening the school a few minutes (perhaps as little as two minutes from each of many things) will give language study an important place in the curriculum, and not in any way harm the time schedule.

The audio-lingual approach to learning a language should be used entirely in the first years of study in the elementary school. Learning should be based on expressions, phrases, and dialogues which have immediate meaning for the children. In the latter part of the sixth grade the children should have their first visual access to material they have already learned to say. Then in the seventh grade they are introduced to writing by copying materials they have read, and they may write some dictation. In the eighth grade some analysis of structure may begin. Simple explanations should be given at any level when a child asks.

Through the sixth grade the time given to language study should be at least seventy-five minutes per week (three to five fifteen-twenty minute periods). In grades seven and eight it is preferable to have a full period five times a week, but if that is not possible a minimum of thirty minutes a day (150 minutes a week should be offered).

OUTLINE OF FLES PROGRAM

Level One

Level One begins in the third grade; consists of three to five fifteen-twenty minute periods per week. The extent to which the various topics are taught depends greatly on the maturity and interests of the pupils, as well as the amount of time given to the language. Only the basic parts of the material may be taught the first year; then during the succeeding years these may be enlarged upon.

Topics for Study

Greetings
Numbers
Asking and telling one's name
Classroom objects
Simple commands
Colors
Addition and subtraction
Weather
Time
Days of the week
Clothes
Parts of the body
Toys
Christmas in Spanish-speaking countries as well as our own
Date (month and day)
Months
Possessions
Family (mother, father, sisters, brothers, grandparents)
Living room
Farm animals
Fruits (only most common)
Stories
Songs
Poems

Greetings, time, numbers, date, weather, etc., may be taught rather incidentally as needed with other material. For instance, when it is time for the language study to begin and end, use the time in the language. As the weather changes, introduce fitting phrases. Stories are used for comprehension exercises. Songs and poems are used to add interest.

Level Two

A continuation of Level One, is used in the fourth grade. This program should consist of three to five fifteen-twenty minute periods per week. The same material is used as in Level One, but each topic is taught more fully and in a new situation. More colors, more foods, more uses of numbers, etc. are learned. Much of the material is now used to a greater extent in simple dialogues. Some new topics are added.

Vegetables (only most common)
Shopping
Home town
Setting the table
Mealtime
Eating breakfast
Housecleaning
Zoo
Flowers
Home (description of house)
Injuries
School nurse

Level Three

A continuation of Level Two, is used in the fifth grade. Again, the same amount of time should be given. The same materials are used as in Levels One and Two, but some new situations should be used and much of the material can be taught to a greater extent. More dialogues are used. Some new topics are added.

Eating in the restaurant
Rooms of the house
Picnics
Trips
Transportation
Latin America

Level Four

A continuation of Level Three to be used in the sixth grade. This program again should consist of three to five fifteen-twenty minute periods per week. During the last half of the fourth level the children may be introduced to some reading. They should be given opportunity to read what they have already learned to say. Any new material used after reading is begun should first be taught orally without reading. Short narrations and dialogues which are mimeographed may be distributed for them to see as they practice. Much of the same basic material is used—only it is used in new situations. This helps language learning to become more usable and natural, rather than becoming a vast isolated knowledge of impractical words and phrases. Some situations to include in the fourth level are:

Vacations
Opening exercises in class
School cafeteria
Washing dishes
Trip to the mountains, lake, or seashore
Spain (regions, people, products, cities)
Modes of transportation
Mexican market (pottery, blankets)
A trip to Mexico (or France if studying French)
Hotel

Levels Five and Six

Whereas in the first three levels of language study it was not necessary for pupils to have materials, it seems that with the initiation of reading and writing it becomes necessary to have pupil materials. There are several good language books suitable for junior high school use. The one most suitable for the individual pupil-teacher situation should be chosen. This text should emphasize the aural-oral approach, but should include some simple exercises for reading and writing. As new material is introduced, the pupil should learn to use it orally before reading or writing. This means that the material is much the same as before except that it is used in situations meaningful to the junior high school student. The topics should be enlarged upon with new vocabulary. New topics that might be added are:

- Parts of the house and yard
- Furniture
- Public buildings and their uses
- School activities for this age group
- Social activities
- Pledge to the flag
- The American's Creed
- Popular Songs

Beginning Junior High Language (Initial course in seventh grade, no FLES background)

There should be a pre-reading period of several weeks during which time the child learns only by imitation and meaningful activity, such as pantomime. When the reading period does begin it should first cover the materials already learned. It is suggested that after the reading period begins the students should be required to copy the written materials and that the students should check these for accuracy, in order that spelling may be learned naturally and easily. The topics listed in Level One for the elementary school should be used, but on a broader basis than that used in the lower grades. On all junior high school levels much practice should be done with varying combinations of words to make different sentences. Students should be given opportunities to dramatize, to give original stories and descriptions.

VISUAL MATERIALS IN FLES

In the teaching of a modern foreign language at the elementary level, visual materials must be used to illustrate meaning with as little use of English as possible. When feasible, use real objects (i.e. books, apples, table, etc.). Filmstrips, objects, or flashcards are excellent aids in the teaching of dialog. The telephone is a very good means of motivating expression in a foreign language. Other materials of much value to a language teacher are:

Dolls—Dolls are very good when presenting a new dialogue, for teaching parts of the body and commands.

Puppets—Children are more willing to speak in another language if the puppet is the one speaking. The puppet makes a mistake, and thus the children are much less inhibited.

Flannelboard—This can be used in teaching dialogues, objects, weather, etc. Both teacher and children can use it to give stories to the class.

Pictures—Many types of pictures can be used—flashcards, weather, etc. Let the children describe a picture or tell a story that the picture suggests.

Stick figures—To indicate characters in a dialogue, stick figures may be drawn on the board.

Games to use in learning a foreign language (Each of these games should be played in the language as much as possible)

1. What do I have in my basket?

   Have various objects in a basket. Show the basket to the class. Perhaps you have animals, say, "I have animals that live on a farm." A pupil will ask, "Do you have a cow?" If you do, find it, give it to the pupil with "Yes, I have a cow." To get the animals back in the basket, you may ask "Who has the cow?" etc. and the pupil with each animal will say, "I have the cow, horse, etc." and give it to you.

2. I Went to the Zoo and Saw
   The first pupil says, "I went to the zoo and saw a ______." The next pupil says "I went to the zoo and saw a______ and a ______." And so forth around the room. To give enough objects for the entire class, they may say different colored animals, farm animals, people, flowers, etc. Each pupil should try to give a different thing.

3. Here is the Table
   Use this to review the classroom objects. Choose ten or twelve pupils. Each one points out a classroom object and says "Here is a ______." (table, chair, chalk)

4. Bingo
   Let pupils make their own bingo cards by cutting out or drawing pictures of objects studied. Each card should be different, but will have in general the same things, because of limited vocabulary. The pupils should give the teacher the name of each object, so she can make a master card. As the pupils learn some objects well, they should cover them with new objects and thus keep the card up to date. Each card should have the same number of pictures—16 or 20 perhaps.

5. Guessing Game
   Show an object belonging to a pupil and ask, "Whose book is it?" Pupils guess, "Is it John's? "No, it isn't John's." etc. until one guesses. Then another pupil shows an object.

6. Fruit basket upset
   Use fruits and vegetables to have enough for each pupil playing. The one who is "It" says "I buy ______ and ______." Those named change places while "It" tries to get one of their chairs. For fruit basket upset, say "I buy all."

7. Buzz
   Usually *three* makes a good number to use for younger children. The pupils count, but instead of saying three or any multiple of three or any number containing the number three, the person says *caracoles* (in Spanish) or *flute* (in French). If the person says the number when he should have said the magic word, he is out of the game. Other numbers can be used in the same manner.

8. Name objects
   Select a pupil. Give him thirty seconds to point out and name as many objects as possible. Give points for each one named. The

winner of the day is called the *conqueror* (of course, in Spanish, or the language being studied.)

FOREIGN LANGUAGES IN JUNIOR HIGH AND HIGH SCHOOL

Audio-Lingual Methodology

LEVEL ONE:

I. Listening and speaking

The Pre-Reading period. The four language skills or listening (understanding), speaking, reading and writing are acquired in this natural order of learning a language. First the ears of the students must be trained to hear and discern different sounds, then the speech organs must be trained to imitate and reproduce the foreign sounds. Only after the auditory usage is firmly established in the student, should he be allowed to look at the written symbols representing the words learned. The reason for this is that graphic symbols of the foreign language are interpreted by the student in the light of his native English language and if the auditory image were not firmly established, mispronunciation would result. The period in which the student is allowed only to hear and imitate the spoken language is called the pre-reading period.

During the pre-reading period the teacher should require the learner to imitate the teacher or the recorded model voice. This does not mean mere repetition of individual words but imitation of the entire speech pattern including sounds, intonation and rhythm, nor should the teacher select a particular isolated sound for drill, but rather as it occurs in the normal spoken utterance. This does not mean that the teacher should not give help with individual sounds if he finds that the learner either does not seem to hear correctly or is unable to reproduce a certain sound correctly. Under no circumstances should the teacher be satisfied until a satisfactory pronunciation is achieved.

The material used in the pre-reading period is the same as later used in the reading and writing phase of learning and should be introduced in the same order in both phases. The length of this pre-reading period is determined by the achievement of the learners. Not before satisfactory pronunciation with acceptable intonation and cadence has been achieved by all learners should the teacher progress to the reading phase.

PREPARATION OF LABORATORY MATERIALS FOR PRE-READING PERIOD

Every new phrase or utterance should be presented by the recorded model voice at least three times before the student is asked to imitate and repeat it. The utterance should be spoken by the model voice at a normal rate of speed but preferably at the slowest speed of the normal range. Artificially slow speech is not advisable since the speaker will tend to distort the intonation and cadence. It is also advisable that a variety of model voices of adults and children, male and female, be used. The pre-reading period is repeated with the presentation of each new unit. After the student has mastered the pronunciation, cadence and intonation by imitation, he has very likely also memorized the utterance. The next step is to develop a pattern drill containing the particular feature to be taught. This is usually in the form of a meaningful dialogue. The teacher should briefly explain the dialogue situation in English but not by giving a line by line translation, and then proceed to presentation of the entire dialogue once or twice. The students merely listen. The teacher should make certain that everyone understands the meaning of each part of the dialogue. Now the teacher will present the dialogue sentence by sentence or utterance by utterance with following repetition by the student. The frequency of repetition required by the teacher and by the students is determined by the level of instruction and the difficulty and length of the utterance. Dialogue may have any reasonable number of lines, and the class should always have fully mastered the complete section of the dialogue before undertaking the supplementary drills. Each class period should begin with a brief review of the dialogue segment learned in the previous session. This serves as reinforcement of what has been learned, and as motivation for further learning.

The final step is total repetition of the entire dialog by the model voice on the tape, then by asking the student to take the part of one person in the dialog while the master voice takes the other, then the roles are reversed. Finally the student is asked to repeat the entire dialog by himself. The latter can be done in the classroom, first by the whole class, then in groups, and lastly, individually.

II. Reading

Reading is the ability to understand correctly the meaning of the written language without translating it into the native language. It also means the ability to pronounce correctly the written symbols of the language. The transition from the pre-reading period to the reading phase of learning is of utmost importance in order to ward off the tendency of translating into the native language. On the first level, the student should be allowed to read only what he has learned to say already. Correct reading habits are very important. A student should learn to read in sense-making groups of words that his mind can grasp; he should not read word for word nor should he misgroup words. To accomplish this the teacher must prepare reading material based on the dialogs, pattern drills, and supplementary drills which the student has previously mastered.

III. Writing

Writing, the last phase of language learning, is the most difficult to master. Writing the foreign language involves spelling, punctuation, sentence structure, and paragraph structure. Writing is an imperfect way of recording a language with the aid of symbols.

On the first level, writing should be kept to a minimum, since it requires more time than speaking and it should be confined to that which the student has already thoroughly learned to speak and to read. Writing is a skill which is learned by doing, therefore a student should write the material repeatedly until he has mastered it, including all accent marks, if any, and correct punctuation.

LEVEL TWO:

I. Listening and Speaking

As on the first level, there should be combined stress on listening and speaking on the second level. Similar to level one, new materials should be introduced in the form of dialogue followed by pattern drills and supplementary drills as previously outlined.

II. Reading

All reading material should first be made familiar by oral practice either in the laboratory or in the class. Reading should be done without recourse to translation, and the material should be authentic and good literature, not specially edited materials.

The teacher must carefully check the comprehension of the materials by the students. This can be done by asking the student to tell briefly in simple sentences what he has read. Cadence, intonation, pronunciation and phrasing can be checked by asking the student to read a brief selection aloud.

On level two the teacher can assign material to be read outside class. The length of the assignment should be limited to two to four paragraphs, not to exceed about one hundred words. Later on it may be increased. The material may well be first presented in the laboratory on a tape and the student may then further prepare it at home. The teacher should continually check to see that proper pronunciation, intonation, cadence, and sense-grouping are retained.

The reading material for level two should be carefully chosen from the textbook or from stories already familiar to the students. The teacher should give the students suggestions on how to prepare their reading assignment. For example, the student should first read the complete paragraph to get the general idea; then he should reread the paragraph for important detail; lastly, he should prepare orally or in writing in the foreign language, a summary of what he has read.

III. Writing

The last requirement for preparing a summary in writing leads already to the writing phase. Short summaries of this type are excellent training in composition. In the classroom additional writing can be practiced in the form of dictation or brief essays on previously studied materials.

LEVEL THREE:

I. Listening and Speaking

On levels three and four, all ordinary classroom activity should be carried on in the foreign language with the exception of necessary explanations of difficulties, where an explanation in the foreign language would be waste of time. The first objective at this level is to develop greater facility in understanding and speaking the foreign language. This means greater fluency and greater accuracy.

Extensive use of foreign language recordings of cultural materials is an important feature at this level and the subsequent level or levels. The purpose of this material is to provide the student with the opportunity to be exposed to the sound of the foreign language, to be stimulated to comprehend it, and to learn to know the foreign culture. Recordings should be carefully prepared and recorded at normal rate of speech. They should include male and female and children's voices to provide a realistic foreign atmosphere, and should emphasize intonation, rhythm, stress and proper phrasing. Recordings may be chosen from contemporary literature, anecdotes, plays, or realistic situation dialogues. The recordings should be about ten to fifteen minutes in length, and should increase gradually in difficulty and complexity.

In addition recordings of dialogues and pattern drills should continue to be a part of the laboratory session. Some of these should review materials, drills that were used in earlier sessions ,but new drills of more advanced nature should be added.

II. Reading

On level three, stress on comprehension without translation into English should be continued. The material should be on a more advanced literary and cultural level but should still fit the student's ability. In the classroom the teacher should have oral reading with continued stress on speed, pronunciation, intonation and cadence.

The laboratory should continue to provide oral models for the students, and again students should be encouraged to try to understand the reading selection without translating. Students should be encouraged to arrive at the meaning of an unknown word from the content.

In the case of a very difficult passage the teacher can help the student comprehend by paraphrasing the difficult passage or by substituting synonyms and antonyms. To check comprehension a discussion should follow each selection. This may be done by asking the student to give brief descriptions of a place, a scene, an action, or a character, both orally and written. The material can be chosen from literary masterpieces and from suitable magazines and newspapers, or from scientific, commercial, economic, or vocational material in the area of the student's interest.

III. Writing

On level three, writing should serve to reinforce what has been taught on levels one and two and lead to the mastery of the forms and structures learned orally on level three. This may be accomplished by having the student write out mastered dialog, brief compositions, or summaries. The teacher should present these written exercises to the class for discussion of structure and style.

Dialogs previously learned orally or materials read may be adapted for brief dictation exercises. Care should be used that the material is within the students' ability.

LEVEL FOUR:

I. Listening and Speaking

In the listening and speaking phase, the student should further develop his ability to hear, understand and speak the language to such an extent that he achieves good control. Hearing and understanding should be developed by listening to recordings in the language laboratory. It is a good idea to reinforce previously heard and mastered selections by review listening. The new material for listening comprehension should be on an advanced level and of cultural importance. It may also include excerpts from radio broadcasts.

The class should learn to discuss the material heard and to present short speeches about it. Such discussion should communicate thoughts and ideas, not merely factual matter.

II. Reading

On level four the goal for reading is further proficiency and understanding. Selections may be made from contemporary authors and should cover all fields of literary endeavor in the target language such as: short stories, novels, poetry, plays, biographies, history, art, music, science, politics, etc. The reading material should be used as a basis for oral discussions, and the student should be urged to pay particular attention to the style of the plot and characters, the historical and social setting, the literary period, etc.

III. Writing

On level four, attention should be called to the literary style of writing as exemplified in the reading selections. Dictations should be continued. Selections may be taken from the reading material previously read; also materials not yet read may be used but always on the level of achievement of the class. Since much writing, such as essays and reports, will be done outside class, it is necessary to allot some class time to the discussion and learning of new writing techniques. Topics for essays may be derived from materials read and from classroom discussions.

Pattern Drills

Pattern drills are used in the language laboratory to reinforce what was taught in the classroom and to provide an opportunity to develop language habits. They should be derived in sequence from logically planned dialogs. The pattern drills in themselves are not conversation, but they are made up of authentic and natural speech. Teachers preparing their own pattern drills should keep the following in mind: Pattern drills should be short, five to seven utterances. Pattern drills should be varied.

The pattern drill session should not exceed fifteen to twenty minutes; the pattern drills should change in pace and structure. Pattern drills should constantly allow for review of previously learned materials and instructions for the pattern drills should be clear and concise. The student's response should always be followed by the correct response expected of him with another pause for the student to repeat the correct response.

Types of drills which may be used to develop language habits:

1. Mimicry-memory drills or repetition drills.
2. Variation drills:
   a. Noun substitution drills
   b. Person, number and tense substitution.
3. Question and answer drills.
   a. True-false
   b. Cued
   c. Choice
   d. Free response

4. Pattern Expansion drills
5. Drills requiring the combining of sentences

Language Laboratories

The function of the laboratory in the language learning process is to provide drill for establishing language habits. The drills used in the laboratory must be completely integrated with the classroom instruction and should be introduced first in the classroom.

A language laboratory can be either a part of the classroom or it can be separated from it. The former type is sometimes spoken of as the electronic classroom. There are three general types of laboratory installations:

1. Audio-passive laboratory (listening)
2. Audio-active laboratory (listening-speaking)
3. The complete laboratory (listening-speaking-recording and playback)

The type and size of installation to be used in a particular school depends on a number of factors, such as:

a. The attitude and philosophy of the foreign language teachers of the school.
b. The role of the foreign languages in the curriculum of the school.
c. The method of choosing texts and audio materials.
d. The number of students enrolled in foreign languages.
e. Scheduling of laboratory periods.
f. Method of drilling: by groups or individuals.
g. Funds available.
h. Space available.

All of the above points should be carefully studied before the final selection of the laboratory installation. A detailed discussion of each point would go far beyond the frame of this guide. A number of good publications discussing the above factors are available. The following are some of the examples:

> Alfred S. Hayes: *LANGUAGE LABORATORY FACILITIES* Technical Guide for the Selection, Purchase, Use and Maintenance. OE-21024, Bulletin 1963, No. 37, U.S. Department of Health, Education, and Welfare. Office of Education. Available from: Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. Price 50 cents.
>
> *PURCHASE GUIDE FOR PROGRAMS IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES.* Council of Chief State School Officers. Boston: Ginn and Company, 1959.
>
> *SUPPLEMENT TO PURCHASE GUIDE FOR PROGRAMS IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES.* Council of Chief State School Officers. Boston: Ginn and Company, 1961.

Before choosing laboratory installation, study should be made of the following *Do's* and *Don'ts* selected from recommendations by a special conference of experts of the Modern Language Association of America.

DO'S

1. Define teaching objectives and choose equipment that will implement them.
2. Engage a consultant to help to plan, evaluate bids, do the final checking of installed equipment.
3. Plan for an audio-visual laboratory, with provision for viewing as well as hearing and speaking.
4. Build an expandable and flexible laboratory to cope with increased demand and with new improvements in equipment.
5. Provide for regular preventive maintenance, with an annual budget of five per cent of the total cost of laboratory.
6. Have the laboratory director study the growing supply of literature on the subject and take a workshop course.

DON'TS

1. Don't do it yourself. Planning a laboratory requires as much knowledge as planning a radio station.
2. Don't accept inferior sound; it should be free of extraneous noise, as natural as live voice.
3. Don't forget that a laboratory is no stronger than its weakest component. (Components should be tested by instruments.)
4. Don't expect laboratory equipment to function all the time; provide spares for one-fifth of the equipment or schedule only to four-fifths capacity.
5. Don't expect the laboratory to reduce the teacher's work; it will redistribute it, reorient it, and increase it.

Particular attention is called to item No. two of the *Don'ts*. All too many teachers have been unhappy with language laboratories purchased by the administration on the recommendation of a salesman or because that same firm manufacturing the laboratory has in the past supplied good furniture or good boilers. The result of such mistakes in purchasing is that the language laboratory is not used at all or infrequently and thus represents a waste of the school's funds. Consultants are made available, free of charge to any school. Write: Foreign Language Program, MLA, 4 Washington Place, New York 3, New York.

SUGGESTIONS FOR USING THE TAPE RECORDER AND RECORD PLAYER

1. The questions at the end of chapters may be used as follows: After students are familiar with questions as well as answers, have one of the better students read the questions, one at a time, as he moves around the room or up and down the aisle. (This keeps everyone on the alert.) He reads a question into the mike and then selects a student to answer that

question by placing the mike close to him. Students answering may or may not look at their writing. A long cord for the mike proves helpful so that it may be carried to various locations in the room. After several questions and answers have been recorded play them back.

2. The short dialogs which are used by various audio-lingual textbooks and which are available on records or tapes by native voices may be used as dictations. If the tape recording is used one can hold the pause switch long enough to give students time to write. There is so much repetition of phrases included on some recordings that it is not necessary to stop the machine. The students' practice records are suitable for this type of work.

If other records are used and one wishes longer pauses, put a paper under the record and then stop the record with hand. The turntable keeps moving, while the record is stationary until one releases it for the next phrase.

3. Recordings by native speakers are available nowadays for questions at the end of chapters. These may be used in the following manner: One needs a tape recorder and a phonograph. The phonograph will play the questions (and answers if included therein) while the tape recorder will pick up the questions from the phonograph, then the answer from the nearby student, then back to the phonograph for the native's voice answer. When played back one hears the native's voice along with the student's answer then the speaker's answer. Speed in handling the mike is necessary! A student can easily do this job after the teacher demonstrates it.

4. For review or to practice questions at the end of the chapters, the mike of the tape recorder is taken by one student. He reads or asks a question. He then passes the mike to his neighbor for an answer. Instruct the students not to take the questions in numerical order so that they will try to interpret the questions; otherwise it becomes a reading exercise. Play back after every three or four questions.

5. The tape recorder may be used for verb reviews. Tell the class the drill is to be on one specific tense. Write two or three verbs on the board. The mike is passed around having each student give three persons of the verb (either the singular or the plural) until all verbs are finished. Then play back. To add more meaning to the drill include a pronoun, a noun, an object, negatives or the partitives. Keep them very simple. Sometimes one row of seats may compete against another row in form of a contest. During the playback the teacher takes count of mistakes. The row that makes the least number of mistakes is the winner.

6. Another procedure with verbs may be used giving one person of a verb. That is, to have one student give the singular form, then he passes the mike to another student. That student is supposed to give the plural form for that verb. Using this procedure will enable each member of the class to say at least one verb form within a short length of time.

7. For vocabulary study the word lists from a lesson may be put on tape, leaving a pause after each word so that the class may repeat as they follow the list on the page. After a few rapid drills one may dispense

with the visual help of the printed material. Having the class repeat in chorus generally leaves someone out, therefore, a live presentation by the teacher should follow. The teacher will use the words in questions or in sentences.

8. Students who wish to compare their pronunciation with that of a native speaker may find the following quite helpful. This may be used as an after-school assignment or even during class. The student is near the tape recorder and record player. The word or phrase is heard from the record, the mike is placed near the phonograph and picks up the native's voice, the student then speaks into mike, etc. After several phrases or words recorded the student plays them back from tape hearing his voice and that of the native speaker. This is good exercise for phonetic drills.

Additional instances in which the tape recorder may be useful are: for helping slow learners or fast learners, for make-up tests, for make-up of class work, for class discussions, and for students who have been absent.

Two handy mechanisms for use with the tape recorder and record players are the student *record repeater* and the *automatic repeating tape* magazine. A mechanism which fits most record players is the "record repeater" which is available from: Student Record Repeater Co., 7341 S. E. Ogden St., Portland, Oregon. This device enables one to reverse or to stop the tone arm of a record player for pauses or for repetition of a phrase or sentence on a record without stopping the turntable. The mechanism's price is $4.98.

The automatic repeating tape magazine is available from: Cousino Inc., P.O. Box 864, Toledo 1, Ohio. This mechanism will fit most tape recorders. Its main use is to supply continuous repetition of a tape recording. Magazines are available which will handle recordings of various lengths. The small three inch magazine is about $6.00.

LANGUAGE LOUNGE*

The foreign language reading lounge presents unheralded opportunities in foreign language. The term *LOUNGE,* in itself, denotes pleasure, leisure and care-free hours, characteristics which set the stage for excellent learning. Its prime function is to lure students in, then teach them something.

Such a lounge at the high school level is of particular significance. At this period in the student's life he has more leisure time than when he is in college. He is more intense, more curious, more linguistically plastic. In an environment of abundance he should listen to tapes and records; he should browse, do research, check out books and magazines and inspect objects of art and realia. In brief, he should develop that elusive quality called taste, and in the process he should evolve linguistically.

A functional lounge reflects the cultural goals of the community and of the individuals it serves. The idea of one absolute plan applied to all schools is unattractive; possibly there are schools in which a concept is unacceptable at all. At best, the reading lounge thrives where the student body is socially mobile and exercises a strong sense of personal responsibility.

A workable plan for the language lounge might be:

The Physical Conditions

- a designated area, room or niche
- shelving
- magazine rack
- tables
- chairs
- card catalog
- green plants
- jardiniers
- drapes
- paintings

The Literature

- reference works
- religion, philosophy
- social sciences
- languages, linguistics
- pure sciences
- applied sciences
- arts, recreation
- literature
- history, geography, travel

The Realia

- handcrafts
- numismatics
- objects of art
- philately

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*This idea contributed by Mr. O. Alden Smith, Spanish Instructor, Nathan Hale High School, Tulsa.

Chapter 4

LESSON PLANS

"A written plan helps any teacher to cut down chaos, but since a foreign language teacher must also limit vocabulary to a reasonable target for the day, he needs to write out introductory sentences and questions in the language. Thus, the teacher who speaks French fluently will not unintentionally use vocabulary, tense, or structure unfamiliar to the class. On the other hand, the teacher still trying to gain fluency can find no better way to do it than by rehearsing well-planned questions and explanations.

"Teaching, like any other art, rests upon a foundation of hidden disciplines. These 'hidden' disciplines do not go unrewarded. Ask a pianist how he learned a sonata in a week and he thanks the summer—or the six years he spent developing his fourth finger. Ask a teacher how he taught students a new tense in two class periods and he thanks his knowledge of the length of time a class can profitably be held to one type of activity. This knowledge is discipline of his art gained through planning, practicing, and timing, as well as from a thorough study of the psychology of adolescents and of learning.

"We have included sample lesson plans designed for elementary, junior high and senior high classes, and for beginning and advanced courses. A teacher can adapt most of these plans to any language, as techniques for learning a language vary less in different languages than in different age groups.

"When you are deciding where to stick to the plan and where to leave it, always use the idea which keeps the largest number of students speaking the language with the greatest enthusiasm. Any other virtue—no matter how high its intrinsic value—is irrelevant at the moment.*"

*An excerpt adapted from a forthcoming book by Helen K. Carney, to be published by Chilton Books; quoted by permission.

LESSON PLAN

Grades 4, 5, and 6

First Semester

(This unit is written in English, Spanish, and French)

This is a typical lesson in the beginning weeks of school for grades 4, 5, and 6. Approximately fifteen minutes is used each day. We have learned greetings, days of the week, asking and giving one's name, weather, and numbers. Now we are learning "What is tomorrow?", some classroom objects and to ask, "Where is ______?" and the answer.

(This lesson is actually for the 4th grade, but is the same type of lesson to be used in any of the three grades early in the year or really any time.) The example presented here has been written in English, Spanish, and French. Statements about day, weather, etc., must be adjusted to fit the class situation.

Materials needed—pictures of various times of day—morning, afternoon, and evening, calendar, books, pencils.

TEACHER		PUPILS
I. *Greetings*		
Good morning, boys and girls		Good morning.
How are you?		Fine, thank you. And you?
Fine, thank you.		
(Show pictures indicating morning, afternoon, and evening and review suitable greetings.) Say to class—"Let's review greetings. Suppose it were this time of day":		
Good morning		Good morning
Good afternoon		Good afternoon
Good evening		Good evening
II. *Days of week*		
(Point to calendar and ask)		
What day is it?		It is Monday
It is Monday (repeat)		It is Monday
Review all days of the week—point to various days at random and ask:		
What day is it?		It is Tuesday.
What day is it?		It is Wednesday.
What day is it?		It is Thursday.
What day is it?		It is Friday.
What day is it?		It is Saturday.
What day is it?		It is Sunday.
(Go back to the correct day and ask:)		
What day is today?		Today is ______________.
Point to next day and say:		
Tomorrow is __________.	(Listen)	
Tomorrow is __________.	(Repeat)	Tomorrow is ____________.
Tomorrow is __________.	(Repeat)	Tomorrow is ____________.
Tomorrow is __________.	(Repeat)	Tomorrow is ____________.
III. *Weather*		
(looking out the window or showing picture of weather that day say.)		
How's the weather?	(Answer)	It's nice weather.
It's nice weather.	(Repeat)	It's nice weather.
Is it windy?	(Answer)	No, it isn't windy.
Is it warm?	(Answer)	No, it isn't warm.
No, it isn't warm	(Repeat)	No, it isn't warm.
Good.		

TEACHER		PUPILS
IV. *Objects*		
(Pick up a book and say) This is a book.		
This is a book.	(Repeat)	This is a book.
This is a book.	(Repeat)	This is a book.

(Listen)		
What is this?		
It is a book.		
(Listen and repeat)		
What is this?		What is this?
What is this?		What is this?
It is a book.		It is a book.
(Listen and answer)		
What is this?		It is a book.
(Hold up pencil and say)		
(Listen) This is a pencil		
This is a pencil.	(Repeat)	This is a pencil.
This is a pencil.	(Repeat)	This is a pencil.
(Listen and answer)		
What is this?		It is a pencil.
What is this?		It is a pencil.
(To individuals)		
What is this?	Pupil A:	It is a pencil.
What is this?	Pupil B:	It is a pencil.
What is this?	Pupil C:	It is a pencil.
(Pick up book)		
What is this?	Pupil D:	It is a book.
What is this?	Pupil E:	It is a book.
What is this?	Pupil F:	It is a book.
(To entire class again)		
What is this?		It is a book.
What is this?		It is a pencil.
Fine. Let's sing. (Sing a song they know, to give a break.)		
(Again hold up a pencil)		
What is this?		It is a pencil.
Yes, it is a pencil.		
(Put the pencil on the table.)		
The pencil is on the table.		
The pencil is on the table.	(Repeat)	The pencil is on the table.
The pencil is on the table.	(Repeat)	The pencil is on the table.
The pencil is on the table.	(Repeat)	The pencil is on the table.
(Listen)		
Where is the pencil?		
The pencil is on the table.		

TEACHER		PUPILS
(Listen and repeat)		
Where is the pencil?		Where is the pencil?
Where is the pencil?		Where is the pencil?
The pencil is on the table.		The pencil is on the table.
(Listen and answer)		
Where is the pencil?		The pencil is on the table.
Where is the pencil?		The pencil is on the table.
(To individuals)		
Where is the pencil?	Pupil G:	The pencil is on the table.
Where is the pencil?	Pupil H:	The pencil is on the table.

Where is the pencil?	Pupil I:	The pencil is on the table.
(Put book on table)		
Where is the book?		The book is on the table. (Not all will give correct response—some will.)
The book is on the table.	(Repeat)	The book is on the table.
Where is the book?	(Answer)	The book is on the table.
Where is the book?		The book is on the table.
(To individuals)		
Where is the book?		The book is on the table.
Where is the book?		The book is on the table.
Very good.		
Everyone stand.		
Thank you, sit down.		
There is no more time. Goodbye		Goodbye.

LESSON PLANS

Grades 4, 5, and

First Semester (Spanis

TEACHER	PUPILS
I. *Greetings*	
Buenos días, niños.	Buenos días.
¿Cómo están Vds.?	Muy bien, gracias. ¿Y Vd?
Muy bien, gracias.	
(Show pictures indicating morning, afternoon, and evening and review suitable greetings.) Say to class—"Let's review greetings. Suppose it were this time of day:"	
Buenos días.	Buenos días.
Buenas tardes.	Buenas tardes.
Buenas noches.	Buenas noches
II. *Days of week*	
(Point to calendar and ask)	
¿Qué día es?	Es lunes.
Es lunes. (Repitan)	Es lunes.
Review all days of the week—point to various days at random and ask:	
¿Qué día es?	Es martes.
¿Qué día es?	Es miércoles.
¿Qué día es?	Es jueves.
¿Qué día es?	Es viernes.
¿Qué día es?	Es sábado.
¿Qué día es?	Es domingo.
(Go back to the correct day and ask:)	
¿Qué día es hoy?	Hoy es ________________.
Mañana es ____________. (Escuchen)	
Mañana es ____________. (Repitan)	Mañana es ____________.
Mañana es ____________. (Repitan)	Mañana es ____________.
Mañana es ____________. (Repitan)	Mañana es ____________.

III. *Weather*

(looking out window or showing picture of weather that day say.)

¿Qué tiempo hace?	(Contesten)	Hace buen tiempo.
Hace buen tiempo.	(Repitan)	Hace buen tiempo.
¿Hace viento?	(Contesten)	No, no hace viento.
¿Hace calor?	(Contesten)	No, no hace calor.
No, no hace calor.	(Repitan)	No, no hace calor.
Bien.		

TEACHER		PUPILS
IV. *Objects*		
(Pick up a book and say)		
Éste es un libro.		
Éste es un libro.	(Repitan)	Éste es un libro.
Éste es un libro.	(Repitan)	Éste es un libro.
(Escuchen)		
¿Qué es esto?		
Es un libro.		
(Escuchen y repitan)		
¿Qué es esto?		¿Qué es esto?
¿Qué es esto?		¿Qué es esto?
Es un libro.		Es un libro.
(Escuchen y contesten)		
¿Qué es esto?		Es un libro.
(Hold up pencil and say)		
(Escuchen)		
Éste es un lápiz.		
Éste es un lápiz.	(Repitan)	Éste es un lápiz.
Éste es un lápiz.	(Repitan)	Éste es un lápiz.
(Escuchen y repitan)		
¿Qué es esto?		Es un lápiz.
¿Qué es esto?		Es un lápiz.
(To individuals)		
¿Qué es esto?	Pupil A:	Es un lápiz.
¿Qué es esto?	Pupil B:	Es un lápiz.
¿Qué es esto?	Pupil C:	Es un lápiz.
(Pick up book)		
¿Qué es esto?	Pupil D:	Es un libro.
¿Qué es esto?	Pupil E:	Es un libro.
¿Qué es esto?	Pupil F:	Es un libro.
(To entire class again)		
¿Qué es esto?		Es un libro.
¿Qué es esto?		Es un lápiz.
Bien. Vamos a cantar. (sing a song they know, to give a break.)		
(Again hold up pencil)		
¿Qué es esto?		Es un lápiz.
Sí, es un lápiz.		
(Put the pencil on the table.)		
El lápiz está en la mesa.		
El lápiz está en la mesa.	(Repitan)	El lápiz está en la mesa.

El lápiz está en la mesa. (Repitan)	El lápiz está en la mesa.
El lápiz está en la mesa. (Repitan)	El lápiz está en la mesa.
(Escuchen)	
¿Dónde está el lápiz?	
El lápiz está en la mesa.	

TEACHER		PUPILS
(Escuchen y repitan)		
¿Dónde está el lápiz?		¿Dónde está el lápiz?
¿Dónde está el lápiz?		¿Dónde está el lápiz?
El lápiz está en la mesa.		El lápiz está en la mesa.
(Escuchen y contesten)		
¿Dónde está el lápiz?		El lápiz está en la mesa.
¿Dónde está el lápiz?		El lápiz está en la mesa.
(To individuals)		
¿Dónde está el lápiz?	Pupil G:	El lápiz está en la mesa.
¿Dónde está el lápiz?	Pupil H:	El lápiz está en la mesa.
¿Dónde está el lápiz?	Pupil I:	El lápiz está en la mesa.
(Put book on table)		
¿Dónde está el libro?		El libro está en la mesa.
		(Not all will give correct response—some will.)
El libro está en la mesa. (Repitan)		El libro está en la mesa.
¿Dónde está el libro? (Contesten)		El libro está en la mesa.
¿Dónde está el libro? (Contesten)		El libro está en la mesa.
(To individuals)		
¿Dónde está el libro?		El libro está en la mesa.
¿Dónde está el libro?		El libro está en la mesa.
Muy bien.		
Levántense.		
Gracias, siéntense.		
No hay más tiempo. Adiós.		Adiós.

LESSON PLANS

Grades 4, 5, and 6

First Semester (French)

TEACHER	PUPILS
I. *Greetings*	
Materials needed—pictures of various times of day—morning, afternoon, and evening, calendar, books, pencils.	
Bonjour, mes enfants.	Bonjour.
Comment allez-vous?	Très bien, merci. Et vous?
Très bien, merci.	
(Show pictures indicating morning, afternoon, and evening and review suitable greetings.) Say to class—"Let's review greetings. Suppose it were this time of day:"	
Bonjour.	Bonjour.
Bonjour.	Bonjour.
Bonsoir.	Bonsoir

II. *Days of Week*

(Point to calendar and ask—)		
Quel jour est-ce?		C'est lundi.
C'est lundi.	(Répétez)	C'est lundi.
Review all days of the week—point to various days at random and ask:		
Quel jour est-ce?		C'est mardi.
Quel jour est-ce?		C'est mercredi.
Quel jour est-ce?		C'est jeudi.
Quel jour est-ce?		C'est vendredi.
Quel jour est-ce?		C'est samedi.
Quel jour est-ce?		C'est dimanche.
(Go back to the correct day and ask:)		
Quel jour est-ce?		C'est ________.
Point to next day and say:		
Ce sera demain ________.	(Écoutez)	
Ce sera demain ________.	(Répétez)	Ce sera demain ________.
Ce sera demain ________.	(Répétez)	Ce sera demain ________.
Ce sera demain ________.	(Répétez)	Ce sera demain ________.

III. *Weather*

(Looking out window or showing picture of weather that day, say)		
Quel temps fait-il?	(Répondez)	Il fait beau.
Il fait beau.	(Répétez)	Il fait beau.
Il fait du vent?	(Répondez)	Non, il ne fait pas de vent.
Il fait chaud?	(Répondez)	Non, il ne fait pas chaud.
Non, il ne fait pas chaud.	(Répétez)	Non, il ne fait pas chaud.
Bon.		

IV. *Objects*

TEACHER		PUPILS
(Pick up a book and say)		
C'est un livre.		
C'est un livre.	(Répétez)	C'est un livre.
C'est un livre.	(Répétez)	C'est un livre.
(Écoutez)		
Qu'est-ce que c'est?		
C'est un livre.		
(Écoutez et répétez)		
Qu'est-ce que c'est?		Qu'est-ce que c'est?
Qu'est-ce que c'est?		Qu'est-ce que c'est?
C'est un livre.		C'est un livre.
(Écoutez et répondez)		
Qu'est-ce que c'est?		C'est un livre.
(Hold up pencil and say)		
(Écoutez)		
C'est un crayon.		
C'est un crayon.	(Répétez)	C'est un crayon.
C'est un crayon.	(Répétez)	C'est un crayon.
(Écoutez et répondez)		
Qu'est-ce que c'est?		C'est un crayon.
Qu'est-ce que c'est?		C'est un crayon.

(To individuals)		
Qu'est-ce que c'est?	(Pupil A)	C'est un crayon.
Qu'est-ce que c'est?	(Pupil B)	C'est un crayon.
Qu'est-ce que c'est?	(Pupil C)	C'est un crayon.
(Pick up book)		
Qu'est-ce que c'est?	(Pupil D)	C'est un livre.
Qu'est-ce que c'est?	(Pupil E)	C'est un livre.
Qu'est-ce que c'est?	(Pupil F)	C'est un livre.
(To entire class again)		
Qu'est-ce que c'est?		C'est un livre.
Qu'est-ce que c'est?		C'est un crayon.
Bon. Allons chanter. (Sing a song they know, to give a break.)		
(Again hold up pencil)		
Qu'est-ce que c'est?		C'est un crayon.
Oui, c'est un crayon.		
(Put the pencil on the table.)		
(Écoutez)		
Le crayon est sur la table.		
Le crayon est sur la table.	(Répétez)	Le crayon est sur la table.
Le crayon est sur la table.	(Répétez)	Le crayon est sur la table.
Le crayon est sur la table.	(Répétez)	Le crayon est sur la table.

TEACHER		PUPILS
(Écoutez)		
Où est le crayon?		
Le crayon est sur la table.		
(Écoutez et répétez)		
Où est le crayon?		Où est le crayon?
Où est le crayon?		Où est le crayon?
Le crayon est sur la table.		Le crayon est sur la table.
(Écoutez et répondez)		
Où est le crayon?		Le crayon est sur la table.
Où est le crayon?		Le crayon est sur la table.
(To individuals)		
Où est le crayon?	(Pupil G)	Le crayon est sur la table.
Où est le crayon?	(Pupil H)	Le crayon est sur la table.
Où est le crayon?	(Pupil I)	Le crayon est sur la table.
(Put book on table)		
Où est le livre?		Le livre est sur la table. (Not all will give correct response—some will.)
Le livre est sur la table.	(Répétez)	Le livre est sur la table.
Où est le livre?	(Répondez)	Le livre est sur la table.
Où est le livre?	(Répondez)	Le livre est sur la table.
(To individuals)		
Où est le livre?		Le livre est sur la table.
Où est le livre?		Le livre est sur la table.
Très bien.		
Tout le monde, levez-vous.		
Merci, asseyez-vous.		
C'est assez pour aujourd'hui.		
Au revoir.		Au revoir.

LESSON PLANS

Grades 4, 5, and 6

Second Semester

According to the suggested outline for Level I this unit might come in the third or fourth quarter of the year after the unit on *Family*. A doll house and toy furniture are perhaps best, but large magazine cutouts or simple sketches will serve. Depending upon the responsiveness of the class, the teacher may decide how many repetitions of the basic statements are necessary for assimilation and correct pronunciation.

I. The living room.
Here is the living room. What is it?
It is the living room. (repeat)
How many doors are there?
There are two doors. (repeat)
How many windows are there?
There is one large window and three small windows. (repeat)
Show me the big window, Paul.
Here is the big window. (Paul repeats)
Show me the small windows, Mary.
Here are the small windows. (Mary repeats)
Look at the pretty white curtains and the blue rug. (Teacher repeats)
What color are the curtains?
The curtains are white. (repeat)
What color is the rug?
The rug is blue. (repeat)
What color are the curtains in your living room?
My curtains are white. (teacher)
My curtains are blue. (Mary)
My curtains are green. (Paul, etc.)
What color is your rug?
My rug is brown. (teacher)
My rug is beige. (Mary, etc.)
Here is the fireplace. What is it?
It is the fireplace.
There is a brown sofa in front of the fireplace.
Beside the fireplace there is a red armchair.
Where is the sofa?
In front of the fireplace. (repeat)
Where is the armchair?
Beside the fireplace. (repeat)
What color is the sofa?
The sofa is brown. (repeat)
What color is the armchair?
The armchair is red. (repeat)

II. This procedure may be continued with other objects in the living room, reviewing colors, numbers, objects large and small. The prepositions may be repeated, indicating the position of objects in the classroom, of pupils to each other or to those objects.

Following this unit members of the family may be reviewed, or introduced, as the case may be. Again pictures, or preferably toy figures and furniture may be used.

Where is M. LeBlanc?
  He is sitting in the armchair.
  He is sitting beside the fireplace.
What is he doing?
  He is reading the newspaper.
Where is Mme. LeBlanc?
  She is sitting in an armchair, too.
  She is sitting beside the table near the window.
What is she doing?
  She is sewing.
Where are Peter and Louise?
  They are sitting on the sofa.
What are they doing?
  They are watching television.
John, do you watch television?
  Yes, I watch television.
What is little Mary doing?
  She is playing with her dolls on the rug.

III. Suggested activities

1. Have one child go to the board to sketch the living room, following the commands of the teacher. The other children may do the same at their seats.
   e.g. Draw a fireplace.
   Draw an armchair beside the fireplace.
   Draw a sofa in front of the fireplace.
   Draw a table near the window.

2. Have each child draw and color a picture of his living room, then describe it to the class.

3. When doll furniture and figures are available give the following commands:
   Put the armchair beside the table.
   Put the lamp on the table.
   Put the little cat in front of the fireplace. (etc.)

4. When the unit on the living room has been mastered the following narration might be used as a comprehension exercise, using whatever props may be necessary. Two readings may be required for most pupils to follow.

   It is seven o'clock in the evening. Papa is tired. He is sitting in a comfortable armchair. He is reading the newspaper. Mother is sitting on the sofa. She is reading a magazine. Jim is studying his geography lesson. But look at Frances! She is not studying. She is watching television.
   Who is tired?
   What is he reading?
   Where is mother sitting?
   What is she reading?

What is Jim doing?
What is Frances doing?
What do you do in the evening after dinner?

LESSON PLANS

Grades 4, 5, and 6

Second Semester (Spanish)

I. La sala.
Aquí está la sala. ¿Qué es esto?
Es la sala. (Repitan)
¿Cuántas puertas hay?
Hay dos puertas. (Repitan)
¿Cuántas ventanas hay?
Hay una ventana grande y tres
ventanas pequeñas. (Repitan)
Muéstreme la ventana grande, Pablo.
Aquí está la ventana grande. (Paul repeats)
Muéstreme las ventanas pequeñas, María.
Aquí están las ventanas pequeñas. (Mary repeats)
Miren las cortinas bonitas y la alfombra azul.
(Teacher repeats)
¿De qué color son las cortinas?
Las cortinas son blancas. (repeat)
¿De qué color es la alfombra?
La alfombra es azul. (repeat)
¿De qué color son las cortinas en su sala?
Mis cortinas son blancas. (Teacher)
Mis cortinas son azules. (Mary)
Mis cortinas son verdes. (Paul, etc.)
¿De qué color es su alfombra?
Mi alfombra es café. (Teacher)
Mi alfombra es roja. (Mary, etc.)
Aquí está la chimenea. Qué es?
Es la chimenea.
Hay un sofá café delante de la chimenea.
Al lado de la chimenea hay un sillón rojo.
¿Dónde está el sofá?
Delante de la chimenea. (repeat)
¿Dónde está el sillón?
Al lado de la chimenea. (repeat)
¿De qué color es el sofá?
El sofá es café. (repeat)
¿De qué color es el sillón?
El sillón es rojo. (repeat)

¿Dónde está el señor Blanco?
Se sienta en el sillón.
Se sienta al lado de la chimenea.
¿Qué hace?
Lee el periódico.
¿Dónde está la señora Blanco?
Se sienta en un sillón también.

Se sienta al lado de la mesa cerca de la ventana.
¿Qué hace ella?
Está cosiendo.
¿Dónde están Pedro y Luisa?
Se sientan en el sofá.
¿Qué hacen?
Miran la televisión.
Juan, ¿miras la televisión?
Si, miro la televisión.
¿Qué hace María?
Juega con sus muñecas en la alfombra.

II. Suggested activities

1. Have one child go to the board to sketch the living room, following the commands of the teacher. The other children may do the same at their seats.
   e.g. Dibuje una chimenea.
   Dibuje un sillón al lado de la chimenea.
   Dibuje un sofá delante de la chimenea.
   Dibuje una mesa cerca de la ventana.
2. Have each child draw and color a picture of his living room, then describe it to the class.
3. When doll furniture and figures are available give the following commands:
   Ponga el sillón al lado de la mesa.
   Ponga la lámpara en la mesa.
   Ponga el gatito delante de la chimenea. (etc.)
4. When the unit on the living room has been mastered the following narration might be used as a comprehension exercise, using whatever props may be necessary. Two readings may be required for most pupils to follow.

   Son las siete de la tarde. Pápa está cansado. Se sienta en un sillón cómodo. Lee el periódice. Mamá se sienta en el sofá. Lee una revista. Jaime estudia su lección de geografía. Pero ¡mira Francisca! Ella no estudia. Ella mira la televisión.
   ¿Quíen está cansado?
   ¿Qué lee?
   ¿Dónde se sienta Mamá?
   ¿Qué lee ella?
   ¿Qué hace Jaime?
   ¿Qué hace Francisca?
   ¿Qué hace Vd. por la tarde después de la comida?

LESSON PLANS

Grades 4, 5, and 6

Second Semester (French)

I. Le salon.
Voici le salon. Qu'est-ce que c'est?
C'est un salon. (Répétez)

Combien de portes y a-t-il?
Il y a deux portes. (Répétez)
Combien de fenêtres y a-t-il?
Il y a une grande fenêtre et trois petites fenêtres. (Répétez)
Montrez-moi la grande fenêtre, Paul.
Voici la grande fenêtre. (Paul répète)
Montrez-moi les petites fenêtres, Marie.
Voici les petites fenêtres. (Marie répète)
Regardez les jolis rideaux et le tapis bleu.
(Le professeur répète)
De quelle couleur sont les rideaux?
Les rideaux sont blancs. (Répétez)
De quelle couleur est le tapis?
Le tapis est bleu. (Répétez)
De quelle couleur sont les rideaux dans votre salon?
Mes rideaux sont blancs. (Teacher)
Mes rideaux sont bleus. (Mary)
Mes rideaux sont verts. (Paul, etc.)
De quelle couleur est votre tapis?
Mon tapis est marron. (Teacher)
Mon tapis est rouge. (Mary, etc.)
Voici la cheminée. Qu'est-ce que c'est?
C'est une cheminée.
Il y a un canapé marron devant la cheminée.
À côté de la cheminée il y a un fauteuil rouge.
Où est le canapé?
Devant la cheminée. (Répétez)
Où est le fauteuil?
À côté de la cheminée. (Répétez)
De quelle couleur est le canapé?
Le canapé est marron. (Répétez)
De quelle couleur est le fauteuil?
Le fauteuil est rouge. (Répétez)

II.

Où est M. LeBlanc?
Il s'assied dans le fauteuil.
Il s'assied à côté de la cheminée.
Qu'est-ce qu'il fait?
Il lit le journal.
Où est Mme. LeBlanc?
Elle s'assied dans un fauteuil aussi.
Elle s'assied à côté de la table près de la fenêtre.
Qu'est-ce qu'elle fait?
Elle coud?
Où sont Pierre et Louise?
Ils s'asseyent sur le canapé.
Qu'est-ce qu'ils font?
Ils regardent la télévision.
Jean, vous regardez la télévision?
Oui, je regarde la télévision.

Qu'est-ce que la petite Marie fait?
Elle joue avec ses poupées sur le tapis.

III. Suggested activities.

1. Have one child go to the board to sketch the living room, following the commands of the teacher. The other children may do the same at their seats.
   e.g. Dessinez une cheminée.
   Dessinez un fauteuil à côté de la cheminée.
   Dessinez un canapé devant la cheminée.
   Dessinez une table près de la fenêtre.

2. Have each child draw and color a picture of his living room, then describe it to the class.

3. When doll furniture and figures are available give the following commands:

   Mettez le fauteuil à côtê de la table.
   Mettez la lampe sur la table.
   Mettez le petit chat devant la cheminée. (etc.)

4. When the unit on the living room has been mastered the following narration might be used as a comprehension exercise, using whatever props may be necessary. Two readings may be required for most pupils to follow.

   Il est sept heures du soir. Papa est fatigué. Il s'assied dans un fauteuil confortable. Il lit le journal. Maman s'assied sur le canapé. Elle lit la revue. Jean étudie sa leçon de géographie. Mais regardez Françoise! Elle n'étudie pas. Elle regarde la télévision.

   Qui est fatigué?
   Qu'est-ce qu'il lit?
   Où s'assied Maman?
   Qu'est-ce qu'elle lit?
   Qu'est-ce que Jean fait?
   Qu'est-ce que Françoise fait?
   Qu'est-ce que vous faites le soir après le dîner?

EVALUATING FLES INSTRUCTION

For one type of oral comprehension test the testing equipment consists of a series of pictures either duplicated for the children, on large charts, or a series of flashcards grouped for each test statement and the teacher's spoken sentence. If using flashcards, set up four in order A, B, C, D, for each statement. The child numbers his paper and for each statement given he writes the corresponding letter of the picture which describes the statement. The same method is used for large charts and pictures except you may group on one chart four choices of pictures and use a chart for each statement. The pictures used for charts or flashcards may be drawn or may consist of pictures cut from magazines, books, etc. Sometimes two statements may be given with one series of pictures. Another way to do this type of test is to draw simple pictures, duplicate these and let each child have a copy of the pictures from which he selects the picture which describes the statement he hears. An example of this type of test follows. We are giving only four statements and four series of pictures, but this represents the type of test which may be given to test comprehension.*

The teacher gives the statement and the child writes the letter of the picture which describes the statement.

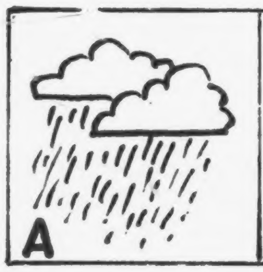
English	Spanish	French
1. It is windy.	Hace viento.	Il fait du vent.
2. It is 7:15.	Son las siete y quince.	Il est sept heures et quart.
3. Here are some grapes.	Aquí están las uvas.	Voici des grappes de raisin.
4. There are four books.	Hay cuatro libros.	Voilà quatre livres.

The answer sheet would look like this:

1. D
2. A
3. D
4. C

---

* Credit for this sample test is given to the Art Department, Broadcasting Center, Oklahoma City Public Schools.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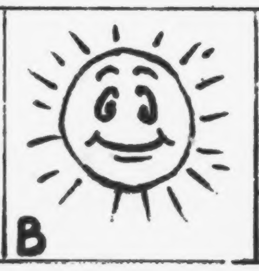
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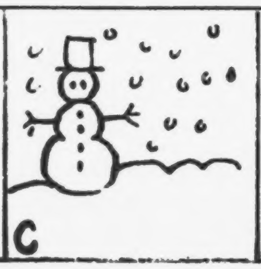
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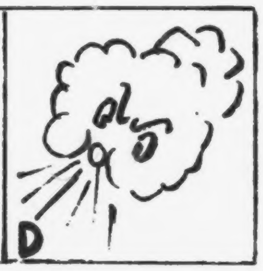
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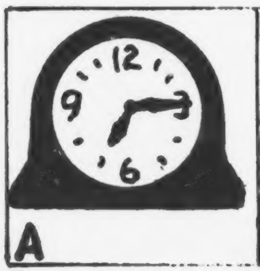
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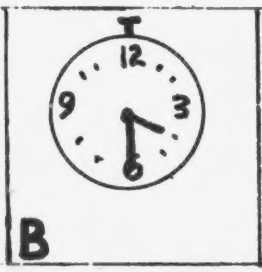
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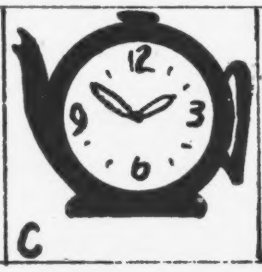
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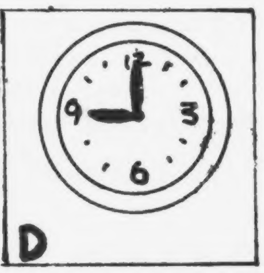
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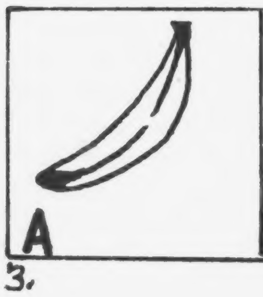
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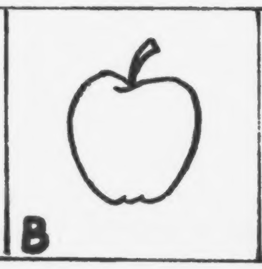
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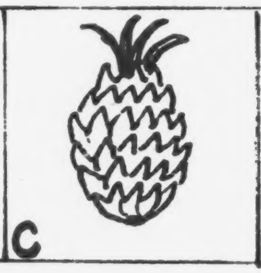
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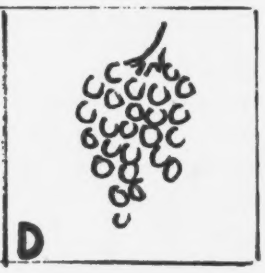
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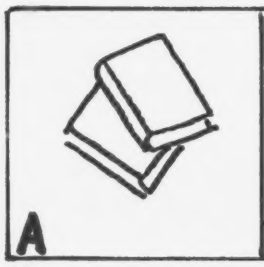
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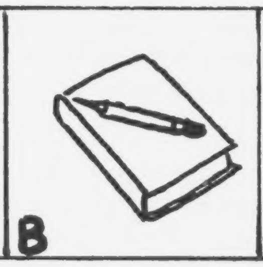
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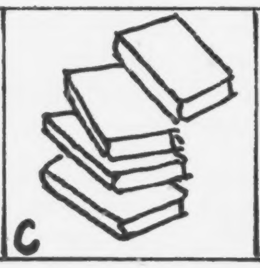
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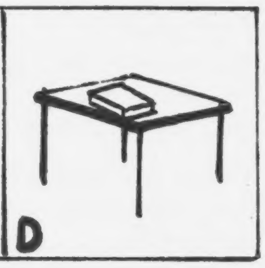
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4.

LESSON PLANS

Spanish

Seventh Grade

Purpose: To make clear to the students the necessary approach to the study of a new language, to explain to them what their duties will be in class participation, and to introduce a few words of Spanish on this first day of language learning.

A suggested opening talk by the teacher:

Buenos días, alumnos. Yo soy su profesora de español. Me llamo señorita ____________.

Did you understand what I said? I'm sure that you did! And you didn't know you could understand Spanish, did you? But you have just done so. You catch on right away—that's going to make my job easier. ¡Ustedes son muy inteligentes!

Actually, Spanish is easy to learn—maybe not *that* easy, but easy enough that you can all learn to speak it.

How did you learn to speak English? . . . That's right. You heard it. You repeated what you heard. You learned very early that if you said "Mama" your mother came running to you, and that if you said "Dada" your father would come. Then you began to want this and that; you learned to make the noises that were necessary to get what you wanted. That was talking—speaking English. That means that you learn most of a language by association.

In this class you are going to start out in much the same way that you learned to speak English—that is, you are going to hear it first—hear and see it spoken; for, after all, what we *see,* of facial expression and of physical gestures, the tone of voice, the rise and fall of one's voice—all these are a part of speaking any language. You will repeat what you hear, at first all together, then in smaller groups, and then individually. Of course I will help you to understand what you are saying.

How, then, do we learn a language? In short, we learn a language by listening very carefully, understanding what we hear, repeating what we hear, understand, and say; and, finally, by writing what we hear, understand, say, and read.

The greatest joy of language learning is the ability to make oneself understood by a native speaker of the language which we are studying, because there is no greater pleasure than to visit in a foreign country and feel at home there.

There are some things that are very important in language learning—so I am going to explain a few things about your participation in class work.

1. Above all, pay attention very carefully. Much of what I tell you to do will be told by sign language, and you must be watching me to understand it. So, until I tell you to do so, don't even have a piece of paper, pencil—or anything else on your desk. Please do not bring

to class any kind of distracting noise-makers. Just have a clear desk top and then pay close attention.

2. You must be sure that you participate at all times when I ask you to do so, because language is like learning to play the piano—it takes practice, corrections, more practice, more corrections, etc. Who ever heard of a student playing in a concert hall who had had only two lessons in piano? So every time I ask you to repeat, be sure you do so, and imitate me as closely as you can.
3. Last, but not least, you must have a positive attitude; that is, you must *want* to learn. I am only the instructor in the situation. I can't do your learning for you, and if you do not really want to learn, nothing will happen; but if you want to learn, and you keep practicing and imitating, then you will learn. Before we leave, I want to be sure that you have learned to say something in Spanish, so that not even the first day goes by without your learning some Spanish. While we are in the process of your hearing and repeating there will be no opportunity for you to ask questions, since that interrupts our train of thought; so, if you have questions, save them until the end of the period. I will stop a few minutes before time for the bell and I will answer all of your questions. One more thing—you cannot speak clearly with anything in your mouth; so, do not bring gum or candy to class. Such things are a handicap in a foreign language class.

We will begin by saying "Hello". This is one way the Spanish say it:

Escuchen:	Buenos días	Buenos días	Buenos días	Buenos días
Repitan:	Buenos días	Buenos días	Buenos días	Buenos días

Let half of the room say "Buenos días" to the other half of the room, then the second half say it to the first half. Let individuals say it to each other. After we have said "Hello" we usually say, "How are You?" The Spanish do the same.

Escuchen:	¿Cómo está usted?	¿Cómo está usted?	¿Cómo está usted?
Repitan:	¿Cómo está usted?	¿Cómo está usted?	¿Cómo está usted?

Repeat as many times as necessary to elicit clear repetition. Let half the class say to the other: Buenos días. ¿Cómo está usted? Reverse. Have one individual say it to another.

No matter how we feel we have the habit of saying, "Fine, thank you. And you?" So do the Spanish.

Escuchen:	Bien, gracias.	¿Y usted?	Bien, gracias.	¿Y usted?
Repitan:	Bien, gracias.	¿Y usted?	Bien, gracias.	¿Y usted?

Go through the same process as above. Then several times have the class, smaller groups, etc., as time permits, repeat the whole dialog.

Escuchen: Buenos días. ¿Cómo está usted? Bien, gracias. ¿Y usted? Bien, gracias.

Repitan: Buenos días. ¿Cómo está usted? Bien, gracias. ¿Y usted? Bien, gracias.

Now you have learned the first lesson in Spanish. Hasta mañana.

LESSON PLANS

Spanish

Eighth Grade

The following suggested lesson plan is for Lesson 18, pages 91-94, of *La Primera Vista,* by Ginsburg and Nassi. The type of plan given here can easily be adapted to other languages, or to other Spanish texts.

Purpose: To teach the students to hear, understand, and use the personal "a", the definite articles with titles, and the meaning of certain masculine plural nouns that include the masculine and feminine in connotation.

Preparation: When assigning this lesson, read the new words at the bottom of page 91, pronounce them, have the students pronounce after you several times. Then read the first four paragraphs of "Una familia hispanoamericana" slowly, very clearly. Have the students read aloud after you, then with you several times, gradually picking up speed. Ask them to read in soft voices, while you read loudly so that they can hear the correct sounds if they make errors.

Ask if students understand meaning completely, in detail. If possible, explain meanings by use of pantomime, definitions in Spanish, flannelgrams—or other devices—to avoid English word translations.

Require students to memorize one of these paragraphs for the following day—so that they can say and write it perfectly.

Class Recitation and Drill: Ask one student to say the first sentence from memory, another the second sentence, and so on, until the entire memory work has been repeated correctly several times and all students have participated one or more times. Then ask all to write it if you wish. If this method is used frequently, at intervals have students write the memory work—always *after* it has been given orally.

With books open or closed, as you choose, develop patterns from the story. The teacher says the first line of memory work in English—the class says it in Spanish. Each succeeding sentence is said first by the teacher in English. If pictures, pantomimes, etc. are possible, the teacher may say only Spanish, using these aids to make certain the students know what they are saying.

Sentence 1:

La familia Sánchez vive en un pueblo hispanoamericano.
La familia Sánchez vive en un pueblecito hispanoamericano.
La familia Sánchez vive en un pueblo español.
La familia Sánchez vive en una ciudad española.
La familia Sánchez vive en una casa española.
La familia Sánchez no vive en Tulsa.
La familia Sánchez vive cerca de Tulsa.
La familia Sánchez vive lejos de aquí.

Sentence 2:

El señor Sánchez tiene una tienda y trabaja mucho.
La señora Sánchez tiene una tienda y trabaja mucho.

Los señores Sánchez tienen una tienda y trabajan mucho.
El señor Sánchez tiene una tienda cerca de aquí.
La señora Sánchez tiene una tienda y trabaja allí.
Los señores Sánchez tienen una tienda y trabajan allí.

Sentence 3:

Su hijo Pedro tiene trece años.
Pedro, el hijo del señor Sánchez, tiene trece años.
Pedro, el hijo de la señora Sánchez, tiene trece años.
Pedro, el hijo de los señores Sánchez, tiene trece años.

Sentence 4:

Pedro va a la escuela y ayuda a su padre por la tarde.
Su hijo va a la escuela y ayuda a su padre por la tarde.
El hijo del señor Sánchez va a la escuela y ayuda a su padre por la tarde.
El hijo de la señora Sánchez va a la escuela y ayuda a su padre por la tarde.
El hijo de los señores Sánchez va a la escuela y ayuda a sus padres por la tarde.

Sentence 5:

La señora Sánchez trabaja en casa.
El señor Sánchez no trabaja en casa.
El hijo de los señores Sánchez no trabaja en casa.
La señora Sánchez no trabaja en casa.
La señora Sánchez no trabaja en la tienda.
La señora Sánchez ayuda al señor Sánchez en su tienda.
El señor Sánchez ayuda a su señora en la casa.
Su hijo ayuda a los señores Sánchez en su tienda.
El hijo de los señores Sánchez ayuda a sus padres en su tienda.

Sentence 6:

Prepara las comidas y cuida a los niños.
La señora Sánchez prepara las comidas y cuida a los niños.
El señor Sánchez no prepara las comidas ni cuida a los niños.
Los señores Sánchez cuidan a sus niños.

Sentence 7:

Con la familia Sánchez viven dos primos, una tía, y los abuelos.
Con los señores Sánchez viven dos primos, una tía, y los abuelos.
Los primos del señor Sánchez viven con la familia.
Los abuelos de los señores Sánchez viven lejos de ellos.
Una tía de los hijos viven con los señores Sánchez.

Sentence 9:

En muchas familias hispanoamericanas viven en la misma casa los abuelos, los tíos, y los primos.
Los tíos viven en la misma casa con los Sánchez.
Los abuelos viven en la misma ciudad como los Sánchez.
Los primos viven cerca de la casa de los señores Sánchez.

Sentence 10:

La familia Sánchez tiene dos criadas.

Los hijos de los señores Sánchez no tienen criadas.
Yo no tengo criada.
¿Tiene usted criada?
¿Tienen criadas los señores Sánchez?

Sentence 11:

Las criadas limpian la casa y ayudan a la señora Sánchez.
Las criadas limpian la tienda y ayudan al señor Sánchez.
Las criadas limpian la tienda y ayudan a los señores Sánchez.
Una criada ayuda a la hija Carmen.
Otra criada ayuda al hijo Pedro.

Sentence 12:

Muchas familias hispanoamericanas tienen una o dos criadas.
Siempre las familias hispanoamericanas tienen una o dos criadas.
Los hijos no tienen criadas.
Las hijas no tienen criadas.

Now close the book and ask individual students a variety of questions involving the newly learned vocabulary and grammar, as well as some already learned ones.

1. ¿Quién ayuda al señor Sánchez en la tienda?
2. ¿Ayuda usted a su madre en la casa?
3. ¿A quién ayuda usted por la mañana?
4. ¿Quiénes trabajan en la tienda?
5. ¿Dónde viven ustedes?
6. ¿Viven su familia y sus tíos en la misma casa?
7. ¿Por qué no ayudan las criadas al padre de Carmen?
8. ¿Siempre limpias la casa para tu madre?
9. ¿Cuántas personas viven en la casa de los señores Sánchez?
10. ¿Hay muchas revistas españolas y periódicos norteamericanos en su casa?

Use the same type of plan for the remainder of the story for another day's assignment.

A SUGGESTED TEST FOR EIGHTH GRADE SECOND SEMESTER

It is important to give students many opportunities to *hear* the language they are studying, and opportunities to respond to what they hear. The following is suggested as a type of test, suitable for any level of secondary school. It may also be used simply as a class drill.

The teacher writes a story based on the most recent work of the class. This one follows the "Test Your Progress", pages 174-180 of *La Primera Vista*. The students have never seen or heard this "cuentito". They hear it first on a tape which the teacher has prepared in advance. However, before they hear the story, the teacher dictates to the students questions about the story. Students will receive one grade on the accuracy of this dictation, and another on the correctness of their answers to these questions after listening to the tape. Students should be required to answer in Spanish, but it should not be necessary for them to write complete sentences; normal answers should be acceptable. A mere *yes* or *no* is never acceptable. The teacher should take care to so frame the ques-

tions that pupils will not be tempted to answer thus. It may be well, at least the first few times such tests are used, to let students listen as many times as they wish—or as time will allow.
Las preguntas:

1. ¿Por qué van al centro María y Carmen?
2. ¿Quiénes van a asistir a la fiesta de cumpleaños?
3. ¿Cuál es la fecha cuando las muchachas van de compras?
4. ¿Por qué están contentos los jóvenes hoy?
5. ¿Dónde trabaja Pablo durante el verano?
6. ¿Cómo le gusta viajar?
7. ¿Qué regalo compran las muchachas para el hermano de María?
8. ¿Cuántos años va a tener Pablo en su cumpleaños?
9. ¿Por qué necesitan un pastel grande?
10. ¿Qué clase de pastel es el favorito de Pablo?

El cuentito
Hoy es un día muy bonito. Es el dos de junio y todo el mundo está muy contento. Los jóvenes están contentos porque ahora no hay clases.

María y Carmen son buenas amigas. María tiene catorce años y Carmen tiene quince. Las dos amigas están planeando una fiesta de cumpleaños para Pablo, el hermano de María. Pablo va a cumplir dieciseis años el cinco de junio. En este momento las muchachas van al centro para tratar de comprar para él algo muy especial como regalo. Casi todos los muchachos de la clase de Pablo van a asistir a esta fiesta.

Pablo trabaja durante el verano en una fábrica de aviones. Le gusta mucho ir por todas partes en avión.

Las muchachas entran en una tienda buscando algo para Pablo—como un par de guantes, calcetines, un cinturón, o una cartera. Él puede usar estas cosas en sus viajes. Después de mirar varias cosas las alegres muchachas compran una cartera muy bonita y unos pañuelos blancos de algodón.

Ellas deciden comprar también el pastel de cumpleaños. Necesitan un pastel grande porque hay muchas personas en la clase de Pablo. A Pablo le gusta más el pastel de chocolate. El pastel que las muchachas compran es un poco caro, pero les gusta mucho.

LESSON PLANS

Spanish I—First Semester

ALM Unit V

Lesson I

Purpose: To present adjectives—their agreement in gender and number.

Presentation: Three minute warm-up—counting, days of week, weather, etc.

10 minutes—new dialogue
3 minutes—pronunciation drills
    Spanish stops (b) and (p). Pronounce in pairs
    Have students repeat in pairs

(b)	(p)
van	pan
vago	Paco
vero	pero
basa	pasa
vara	para

Paco le presenta Pepe a Pilar.
Pásame el pan, por favor.
Vamos. Yo prefiero el pan.
Voy con Paco

10 minutes—Supplement—Colors
Negro, blanco, amarillo, rojo, azul, verde, marrón, castaño, gris, oscuro, claro.
¿De qué color es el libro? el cuaderno? etc.

10 minutes—Structure drills
Adjectives ending in *o*.
Aquí tengo el libro nuevo.
Aquí tengo la novela nueva.
Es un amigo mío.
Es una amiga mía.
El helado está muy frío.
El arroz está muy frío.
El almuerzo está muy frío.
El postre está muy frío.
El pan está muy frío.
Es la casa nueva.
Es la mesa nueva.
Es la silla nueva.
Es la escuela nueva.
Es la iglesia nueva.

Adjectives ending in *e* or a consonant.
Repetition Drill
¿Dónde queda el cine grande?
¿Dónde queda la casa grande?
¿Dónde queda el libro grande?
Busca el libro azul.
Busca la casa azul.
etc.

5 minutes Distribute unit 2 dialog
Read dialog and supplement
Homework: Write 10 times
Oye, ¿dónde queda la biblioteca?
Allí delante. ¿Vás ahora mismo?
Sí, tengo que buscar un libro.

3 minutes Review new dialog presented at beginning of class.

Lesson II

10 minutes New dialog—Review first part. Take four new lines

3 minutes Warm up review—colors.
Example: ¿De qué color es el libro?

10 minutes Continue structure drills. Plural of adjectives and nouns.

Example—Aquí tengo el libro nuevo.
los libros nuevos.
la silla roja.
las sillas rojas.

Allí están las casas grandes.
los libros grandes.

5 minutes Read aloud Dialog I, II, III.

5 minutes Dictation of spelling words using qui - que - ca - co - cu.

10 minutes Dialog adaptation.

3 minutes Review new dialog.

Lesson III

Presentation:

3 minutes warm-up
Colors — days of week — weather.
10 minutes—Continue Dialog V
10 minutes—Repetition drill with present tense of verb "ser".
singular and plural.

Example—Yo soy estudiante.
Nosotros somos estudiantes. Etc.
Ella es amiga mía.
5 minutes—Translation drills
5 minutes—Recombination
Response drills.

Example—¿Va Vd. a la tienda o al cine?
Voy al cine.
¿Va Vd. a la biblioteca o a la clase de español?
10 minutes—Recombination
Narratives.
3 minutes—Dictation of written work. Oral spelling.

LESSON PLANS

Spanish II

First Semester

Instructional Unit: The Imperfect versus the Preterit

Time Alloted: 5 class periods. The teacher may vary the suggested time distribution.

Classes Presented to: 10th, 11th, and 12th Grades

Equipment and Materials:
Textbook: *El Camino Real*
Blackboard, chalk, eraser
Tape recorder or language laboratory

Tape of native speaker with sample sentences and readings from a story that has some examples of the imperfect and the preterit
Viewmaster or opaque projector
Slides of some irregular verbs in the preterit as caer, reír, andar, estar, poder, querer, saber, tener
Ditto or mimeograph equipment and paper, typewriter

References:

El Camino Real; Chapter 5
Oral Drill in Spanish, O'Connor-Haden p. 108
Spanish Level II ALM Materials; Unit 17
Oral Drill in Spanish, O'Connor, Haden, Durand, pp. 101-104

Study Assignment:

Have students review the conjugation of regular verbs in the preterit and imperfect.

Issue a ditto sheet with some sentences to be translated into Spanish or assign exercises from the textbook.

Have the students read the textbook story.

Presentation:

First Hour

Introduction:

Conjugate a very few regular verbs in the preterit then a few in the imperfect (make comment that there are only three irregular verbs in the imperfect)—check to see if the students remember them—conjugate them orally. Conjugate a few irregular verbs orally in the preterit—afterwards flash the verbs on a screen. 15 minutes

Presentation:

Have students repeat the following sentences until they can master their pronunciation and understand the meaning:
Juan cerró la puerta.
Nunca le vió enfermo.
Estuvo en cama dos años.
El sol brillaba a lo lejos.
Iba todos los días a la escuela.
Sabía la lección pero no podía escribirla.
Eran las dos.

After you have finished, ask the student when the preterit was used and under what conditions. Do the same with the imperfect.
Review.

Second Hour

Introduction:

Using the preterit or the imperfect, ask several questions in Spanish calling on some of the best students first. 10 minutes

Introduce sentences (from the story) that have new vocabulary and verbs in both the imperfect and the preterit. 40 minutes

Review, correction, or demonstration of how to do assigned homework. 10 minutes

Third Hour

Introduction:

Ask a student to ask another student a question using the imperfect and have the other student answer using the tense needed. Repeat with the preterit. All directions should be given by the teacher in Spanish. 10 minutes

Correct homework in class. Have students pronounce after the teacher the sentences in question. After students have corrected papers, collect them for checking and recording later. 40 minutes

Read story in class having the students repeat after you. Optional—if tape of native speaker is available use it. 10 minutes

Fourth Hour

Ask several questions from the story in Spanish and have the students respond.

Ask several students to tell in Spanish what the story was about.

Review the material learned in the previous lessons.

Fifth Hour

A suggested test is that the teacher should read aloud (or use recorded tape) the questions on page 66 of *El Camino Real.*

Students will write their answers in complete Spanish sentences.

They will then write a short summary of the story in Spanish.
Test I (an example of a test on oral comprehension with written response)

I. Escuche usted las preguntas y escriba las respuestas.
   1. ¿Quién era la criada de doña Carmen?
   2. ¿A quién tenía miedo María?
   3. ¿A quién tenía miedo doña Carmen?
   4. ¿Dónde quería don Ramón encontrar a doña Carmen de noche?
   5. ¿Quién fué a la Punta Guijarros?
   6. ¿Dónde se escondió Pablo?
   7. ¿Quién asustó a María y a doña Carmen?
   8. ¿Quién apareció como el fantasma?
   9. ¿Quién las salvó?
   10. ¿Quién desapareció bajo las olas?

II. Usando las respuestas, escriba usted un resumen del cuento.

Test II (a listening comprehension test to be given in the laboratory)
Chapter 5 "El Camino Real" Book two

This is to be recorded by the teacher or a native speaker.

Choose the correct ending and circle the correct number on your answer sheet.

A. Cuando un hombre ve a otra persona de noche, dice—
1. Buenos días 2. Mucho gusto 3. Buenas noches

B. Me sorprendería ver
1. un arbusto 2. a un fantasma 3. una roca

C. Sabe hablar
1. el jardinero 2. la luna 3. el risco

D. Andamos por
1. el fantasma 2. la senda 3. la leyenda

E. Si nos callamos
1. publicamos secretos 2. damos muchos gritos 3. no hablamos

F. De noche aparece
1. el risco 2. la luna 3. la roca

G. Si una criada está asustada
1. da un grito 2. rompe la roca 3. Salva a la señorita

H. No es posible coger
1. una roca 2. el jardinero 3. una luna

I. El risco está
1. en la casa 2. cerca del mar 3. sobre la luna

J. Si vuelve la cabeza
1. mira en otra dirección 2. da un grito 3. tiene miedo

Answer Sheet

A.	1.	2.	3.
B.	1.	2.	3.
C.	1.	2.	3.
D.	1.	2.	3.
E.	1.	2.	3.
F.	1.	2.	3.
G.	1.	2.	3.
H.	1.	2.	3.
I.	1.	2.	3.
J.	1.	2.	3.

Spanish III

LESSON PLANS

El Sombrero de Tres Picos, Pedro Antonio de Alarcón

Reference materials: *Corazón de España,* Holt, Rinehart and Winston, Inc., 1957; tape recordings of native voices; reports by students on various outside readings.

Purpose: To gain appreciation of the man and his work and to use this knowledge as a basis for improving vocabulary and conversational abilities.

Time: Five periods (approximately 55 minutes each)

1st period:

Reports in Spanish on Alarcón's life by two students. These should be assigned a few days in advance. Allow time for questions in Spanish by members of the class concerning points not understood.

Tape recorder

Play a tape recording made by a native speaker reading pages 157-161 of 'El Sombrero de Tres Picos.' The class should not use their books at this point. During a second reading of the same pages, either by the teacher or from the tape, the students may follow along with their copies. At the end of the second reading give opportunity for questions concerning content, then, in Spanish, ask questions of individual students. Use those given on page 167. These are generally in the present tense and are very simple. It is often helpful to rephrase these for verb tense drill.

Assignment: Write the answers to questions 1 through 19 on page 167. Here again is an opportunity for verb tense drill.

2nd period:

Discuss the first part of the story using again the questions and answers which were assigned the previous day. Ask the students to write a short paragraph (½ page) in Spanish copying from the book the essential sentences which will summarize the outstanding events to this point.

Tape recorder

Play the tape recording by a native speaker reading the remaining part of the selection, pages 161-166.

Follow the same procedure for presentation and drill as was suggested for the first section of the selection.

Assignment: Write the answers to questions 20-40.

3rd period:

Discuss the second section of the selection using the questions and answers assigned the previous day. Ask the students to write a paragraph (½ page) in Spanish copying from the book the essential sentences which will summarize the outstanding events of the last part of the selection.

Review the events of the story in Spanish. Use the same questions that have been used in the drills the previous periods. The students should have no notes.

The unit test may be given in five parts. The *first part* is oral. As the teacher asks the questions she can score the students' answers on a chart. The points should be added at the end of the session and grades given according to a curve. This encourages conversation.

The teacher may prefer to keep a score during the whole unit of study.

It is often effective to let the students take turns keeping this score.

A +1 may be used for each answer given by a student. Also, to discourage the use of English by the students, a —1 may be recorded for each time a student reverts to English.

4th period:

Give parts II, III, IV, and V of the test after allowing a few minutes for review and questions.

Tape recorder

Part II: Record ten true and false statements based on the questions and answers which have been used each day in discussing the story.

See the sample test. As the student hears the statements he will mark V (verdad) or F (falso) on his paper, according to whether or not the statements are true or false.

Tape recorder

Part III: Record 10 questions taken from the story. The student voices will be recorded as they answer orally in complete Spanish sentences. This part of the test may be included or omitted depending on the facilities available to the teacher. The teacher may employ the same questions that are used in Part IV or may design others.

Ditto or mimeograph machine

Part IV: From the questions and answers used during the drills, select those most important to the story. Mimeograph the questions so that the students may answer them in complete sentences.

Part V: Select from the story various statements giving parts in English so that the students may give a Spanish interpretation.

5th period:

Before introducing new material review the test with the students. This gives opportunity for more drill and will help to clarify points which may have given difficulty.

TEST SPANISH III

Tape recorder

Part II. (To be recorded on tape, reading each statement two times. Students mark 'V' or 'F')

____ 1. El Corregidor vivía en el molino.

____ 2. Frasquita era muy guapa.

____ 3. Lucas era muy feo.

____ 4. El Corregidor estaba enamorado de Garduña.

____ 5. Lucas tenía celos.

____ 6. El alguacil del alcalde del districto vino a llevarse al esposo de Frasquita.

____ 7. Lucas se escapó de casa del alcalde.

____ 8. Lucas encontró a Frasquita en el molino al salir de la casa del alcalde.

____ 9. El molinero fue a casa del Corregidor.

____ 10. Lucas quedó siempre sin celos.

Part III (Recorded questions)

Part IV Conteste con frases completas.

1. ¿Quién era Garduña?
2. ¿Quién era Frasquita?
3. ¿Dónde vivían Lucas y Frasquita?
4. ¿Qué le pasó al Corregidor cuando salió a casa del molinero?
5. ¿A dónde fue Lucas cuando no encontró a su esposa en casa?
6. ¿Qué ropa se vistió el molinero?
7. ¿En qué región ocurrió el cuento?
8. ¿Dónde quedaba la parra?
9. ¿Dónde estaba la ropa del Corregidor?
10. ¿Cómo es un traje estilo María Luisa?

Part V (Select from the story various statements giving parts in English so the students may give a Spanish translation.)

1. El alguacil que (followed him) se llamaba Garduña.
2. Era un hombre de (fine features).
3. No seas (evil thinking).
4. El Corregidor (tried to embrace) la molinera.
5. ¿Qué quieres que (I do)?
6. Había un molino (close to) la cuidad?
7. ¿(What happened) unas horas más tarde?
8. ¿(Who opened) la puerta?
9. Yo le (am going to ask) un favor.
10. Se quedará mi sobrino en Pamplona (the rest of his life.)

LESSON PLANS

Spanish III

Second Semester

Instructional Unit: La Novela Picaresca
Instructional Type: Lecture, Conference, and Practice
Time Alloted: 5 hours
Classes presented to: 11th and 12th grade

Equipment and Material:

Textbook: *Corazón de España*
Blackboard, chalk, eraser
Tape recorder
Tape of native speaker reading the text

References:

Historia de la Literatura Española by Romera-Navarro; Chapter XX
Corazón de España by Augusto Centeno, p. 51 ff

Study Assignment:

Have students read and answer questions on *El Lazarillo de Tormes.* Have students underline lightly with pencils those grammatical expressions in the book they do not understand fully. Ask students to make a list of the characteristics of the picaresque novel as found in their readings.

Presentation:

First Hour

Explain what you are going to do for the next five days.
Give out the study assignment. 10 minutes

Introduction:

Significado del personaje conocido como el pícaro. 5 minutes

Explanation:

a) Explique en español los orígenes de la novela picaresca
b) Explique las características de la novela picaresca dando ejemplos
c) Hable sobre otras obras picarescas como:
 Guzmán de Alfarache
 El Buscón
 El Donado Hablador
 La Vida y Hechos de Estebanillo González 40 minutes
 Questions and Answers* 5 minutes

60 minutes

Second Hour

Discuta con los estudiantes los problemas gramaticales encontrados en la lectura del *Lazarillo de Tormes.* 20 minutes

Pregunte la traducción de algunos de los pasajes más difíciles 10 minutes

Escuche la lectura del Lazarillo en una cinta en la que habla un nativo. 20 minutes

Preguntas y respuestas 10 minutes

60 minutes

Third Hour

Léase la novela en clase en voz alta, el maestro haciendo apuntes sobre la pronunciación de sus estudiantes. 20 minutes

Corríjanse en clase las preguntas al final de la novela u otras preparadas de antemano por el profesor. 35 minutes

Preguntas y respuestas 5 minutes

60 minutes

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* If the students do not have questions the teacher should ask some to see if the presentation was understood.

Fourth Hour

Discútase en clase las características que encontraron los estudiantes en su lectura del Lazarillo.	20 minutes
Resumen de todo lo aprendido	20 minutes
Prueba	20 minutes
	60 minutes

Fifth Hour

Discusión y Crítica	10 minutes
Cambios inesperados	50 minutes
	60 minutes

CHARLAS DE CINCO MINUTOS

By use of 5 minute talks in the language the instructor may give oral comprehension materials to the class while imparting cultural differences and characteristics.

The following list was evolved at Purdue University in the 1962 Summer Institute by students of a methodolgy class, and disseminated to all participants. Enough were submitted to provide one year's program (one per week).

La cita

a. Antes dos jóvenes tenían que salir con dueña, sea la madre, la hermana, la tía.
b. Más tarde salían en grupos de jóvenes.
c. Ahora, sobre todo en ciudades grandes, los jóvenes pueden salir en parejas sin ser acompañados. (depende de la costumbre de la ciudad o del pueblo)
d. Las ciudades cosmopolitas cambian más rápidamente y hay cada vez más libertad para los jóvenes.
e. Van al cine, a un baile, a casa de amigos, etc.
f. Hay pocos jóvenes que tienen sus propios coches.

Profesiones para mujeres

a. Hay cada vez más libertad para las mujeres españolas o hispanoamericanas.
b. Quizás no haya tantas mujeres que trabajen como aquí, pero ahora hay algunas que trabajan aún después de casarse.
c. Aunque el porcentaje es mucho más bajo, entran en las mismas profesiones como los hombres; es decir, la medicina, el derecho, la arquitectura.
d. Hay además las carreras de mecanografo, maestra de escuela, dependiente en una tienda, enfermera, etc.
e. La mujer latina en general se interesa mucho en asuntos intelectuales.

El fumar

1. En general no se fuma tanto en países latino-americanos como aquí. Por ejemplo es poco común que uno fume caminando o guiando coche.
2. A los 17 años los padres le dan al muchacho permiso oficial para fumar en casa. (al terminar el bachillerato)
3. Las muchachas no fuman mucho. Sobre todo, no fuman las solteras. Después de casadas, hay algunas mujeres que fuman pero no se puede comparar con el porcentaje de mujeres que fuman en E. U. A.
4. Hay tabaco del país y también tabaco rubio (El rubio se importa de E. U. A. y es más costoso.)

LESSON PLANS

French I

First semester

Outline of Pre-Reading Lesson in Beginning French*

I. Goals

- A. The teacher aims to:
  1. Teach intonation of French sentences
  2. Help students hurdle the psychological barrier of speaking aloud in alien, strange, and laughable sounds
- B. The student needs to:
  1. Receive individual recognition
  2. Learn the names of his classmates
- C. The teacher's aims meet the student's needs by:
  1. Giving personal recognition in teaching intonation of French sentences which include the student's French name
  2. Using the student's desire to become acquainted with his classmates as means of breaking down the psychological barrier to a new language

II. Procedures

1st class period—Introductory Instruction

Teach 20 French names for members of the class.

2nd class period—Introductory Instruction

Continue the activity of the 1st day if the class is larger than 20.

3rd class period—Instruction Practice

Present conversation from teacher's manual and have students repeat as a class.

Begin group practice for two-, five-, and ten-minute intervals.

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* An excerpt adapted from a forthcoming book, Soyons Français by Helen K. Carney, Chilton Books, 1965; quoted by permission.

4th class period—Practice

Continue the instruction and the practice procedure of the 3rd day according to the need and response of students, but change the amount of time devoted to the different procedures.

5th class period—Presentation, Evaluation

This is the announced day for presentation of the memorized dialog before the class. Begin with repetition of the complete dialog as a class, to insure rhythm, speed, and intonation. Next, allow a 10-minute period in groups for polishing the presentation. Finally, chairs may be turned to a part of the room designated as a stage.

The class listens to the presentation of each group as the teacher grades the individual performance of the students in each group. Some classes should have as little pressure as possible, merely standing up from the circle of desks where they practiced. In others, the pressure of formal "stage" and/or tape recording with a check sheet for listening are necessary to secure status for the activity and maximum effort from the students.

Whatever the techniques for marking, students must consider this the moment of evaluation for their French class, not as an extra aside from their "real work."

6th class period—Evaluation, Reinforcement

Continue the student presentations of dialogs in dramatic form. Introduce variety and hold class interest by requiring interaction between the groups and their audience in the form of asking questions and requiring answers (e.g., one student pointing to another in his group, asks a student in the audience, "Comment s'appelle-t-il?")

At the same time, slow learners, students who have been absent, and conscientious students trying to polish accents can listen to a tape of the dialogue on a multiple-listening device with headphones.

DETAILED LESSON PLAN FOR BEGINNING FRENCH—PRE-READING

Lesson:

Madame Dubois: Bonjour, ma classe, je m'appelle Madame Dubois.
La classe: Bonjour, Madame.
Madame Dubois: (à un élève) comment vous appelez-vous?
Le garçon: Je m'appelle Jean Girard.
Madame Dubois: Bonjour, Jean.
La classe: Bonjour, Jean.
Le garçon (*à une jeune fille*) : Bonjour, Mademoselle, comment vous appelez-vous?
La jeune fille: Je m'appelle Marie Faubert.
La classe: Bonjour, Marie.
La jeune fille (*à un garçon*) : Bonjour, Monsieur, comment vous appelez-vous?

Le garçon: Je m'appelle Pierre.
Madame Dubois: (*à la classe*) : Comment s'appelle-t-il?
La classe: Il s'appelle Pierre.

1st and 2nd class periods

Introductory Instruction

Introduce this lesson by introducing yourself, "Je m'appelle Monsieur Smith." After several repetitions by class, by rows, and by individuals, call on a student who seems to be pronouncing correctly.

"Comment vous appelez-vous?"

Usually someone in the class has studied French in elementary school, has an aunt in France, or has learned some phrases from a boy in his block. Repeat the question several times, but never translate or explain in English. If no one answers the question, select someone with a name easily adapted to French and say, "Je m'appelle Jean." After he has repeated this, he will understand it is the answer to "Comment vous appelez-vous?" Then, have the class recognize the name with "Bonjour, Jean."

This routine establishes the procedure of:
Professeur: Comment vous appelez-vous?
Elève: Je m'appelle Jean.
Classe: Bonjour Jean.

Gradually, and with the same care, introduce to the class:
Professeur: Comment s'appelle-t-il?
Classe: Il s'appelle Jean.

Practice

After the students have achieved a fair imitation of the intonation of the complete phrase, practice the name with sounds peculiar to French. In this way they will realize that they must seek first the tune of French intonation and let the sounds of words, syllables, vowels, and phonemes be added to it. Show them in other ways that the tune of French does not lend itself to monosyllabic pronouncements, saying "Bonjour Madame," "Bonjour Monsieur, "Bonjour Mademoiselle," "Oui, Madame," instead of "Bonjour" and "Oui." Compliment the speakers with good intonation so that the rest of the class will imitate them.

3rd class period

Instruction

After two or three days spent calling roll in this fashion, each student will be completely familiar with the sentences in the conversation. Because the sequence is meaningful in a real situation, they learn it easily. Then present the conversation like a skit, changing voices and positions for different characters. After a complete, formal presentation by the teacher, the entire class repeats each sentence after the teacher once, then twice. Then each student repeats the sentence twice with a student who is sitting close to him. Walk about the room as you talk and let a volunteer present the conversation with you. Soon groups of two or three may volunteer to recite.

Corrections during performances are out of place. Students need to feel that they can fly alone and can talk to someone in French. Seventh graders show excited, intense motivation, and even seniors in high school respond to this moment. One senior boy said, "I didn't think I could do it, but it isn't bad, once you get up there and decide to make a fool of yourself."

4th class period

Practice

Then students are ready to begin their first group rehearsal. They know what they are expected to learn and how to proceed to learn it. Walk among the groups of two's and three's and correct pronunciation as they practice. When two helpless students are working together, separate them and put them with two strong students. Try to identify a rejected student before the rest of the class does, and spontaneously, carelessly, tell him to work out with a strong group.

Work on developing solid group practice, starting with short periods of from five to ten minutes. Listen briefly to the practicing of each group, correct, compliment, and energize what they are doing. Explain that you will later listen to the performance of each group and grade them as individuals upon their performance in the group. Eventually the class will grow able to use longer periods of group practice profitably, and to obtain more instruction from shorter demonstrations by the teacher. However, a practice period which extends beyond twenty minutes is apt to lose efficiency. It is even more important to remember that group practice gains usefulness in direct proportion to the amount of student awareness of the goal for the practice period, so tighten their aim by narrowing the target. For example, study a masculine singular object pronoun in a negative sentence instead of studying and practicing object pronouns in general.

5th and 6th class periods

Evaluation of Presentations

Vary the method of evaluating oral work according to the collective personality of the class. However, the first evaluating period should be dramatized and ritualized in order to impress its significance upon students accustomed only to written tests. After they turn desk seats toward an area of the room which has become the stage, the teacher sits in the audience with a check sheet or a grade chart. Each group begins its act with the traditional *trois coups* of the French theatre. The class and the teacher listen with complete attention and courtesy. No one is interrupted for any reason during his performance. Naturally, however, give a performer help if he asks for it.

At the conclusion of the performance compliment them whenever it is in any way possible. Then give the actors an opportunity to mention anything which they mispronounced under the stress of the moment although they actually knew better. Then the audience may criticize constructively or compliment the actors. Correct errors which the students have not recognized, giving the entire class an opportunity to repeat the corrected phrases in unison. Since the last group to perform has a chance to profit from all the criticism, do not grade the first groups as closely as the last.

Criteria for Evaluation

The performances can be graded on accuracy of memory work, pronunciation, liaison, intonation, and the ease with which students integrate speech with appropriate facial, vocal, and bodily expression. Try particularly not to grade voices instead of pronunciation, and speak privately with students who need to develop more pleasant voices. Grades may be seen by the students at the end of the recitation period.

To take class testing more seriously, require students to grade each other on a chart and to turn it in at the end of the period. Before beginning presentation of criticism, list on the blackboard qualities to be evaluated. Sometimes, narrow pronunciation to a particular sound for one recitation. Since checking must be done rapidly, make up charts first and agree to rate each performer from 1- to- 5, the 5 being the highest mark.

Other classes will respond better to a minimum of ritual, but always require students to stand up, to assume positions natural to the conversation, and to speak from memory. As the classes mature in the technique, they become increasingly interested in perfecting their French and need fewer outside, artificial incentives.

LESSON PLANS

French II—First Semester

ALM Unit XV

1. Conversation: 10 minutes

Start with simple questions and encourage students to ask questions of one another: i.e.,
Est-ce que vous aimez danser?
Non? Pourquoi? Est-ce qu'il aime danser?

2. Reflexive Drill (prepared by teacher): 5 minutes
Que faites-vous le matin?
Qu'est-ce que vous faites?
Le matin je me réveille de bonne heure
je me lève vite
je me lave la figure
je me brosse les dents
je me peigne les cheveux
je m'habille en un clin d'oeil
(Drill can be varied by use of different tenses and persons.)

3. Ecoutez: Teacher reads aloud with students' books closed. 5 minutes

Lisez: lisez à haute voix—*Journal de Voyage de Daniel Legrand*—(found in ALM material)
This story is the one in the lesson on which sentences are based.
If available, records are recommended.

4. Basic Sentences 1 - 2 - 3 - 4 - 5 10 minutes

Choral drill stressing inflection. Records recommended where available

5. Dictée: based on preceding lesson immediate correction 5 minutes

Song Time: *Au jardin de mon père* 5 minutes

Taught directly by teacher orally to students with no written words

6. Repetition Drill: Reflexive 5 minutes

Vous vous reposez?
Je me repose avant le dîner . . . . etc. . . .

7. Patterned Response Drill: 5 minutes

Est-ce que vous vous dépêchez de retourner à la bibliothèque?
Est-ce que vous vous habillez vite le matin? etc. . . . .

Students give response individually

8. Assignment: Practice aloud: Practice reflexive drill and write. Write repetition drill. 5 minutes

Second class period 55 minutes

1. Conversation: Dialog 10 minutes

Start with a different simple sentence and encourage students to build conversation. Que faites-vous après la classe? Students must use informal to each other. Que fais-tu?

2. Review Drill: Reflexive 5 minutes

Que fais-tu le matin?
Qu'est-ce qu'il fait le matin?
Qu'est-ce qu'elle fait le matin?
Il se réveille de bonne heure.
Il se lave la figure.
Il se brosse les dents.
Demandez à Marie ce qu'elle fait.

3. Listen while teacher reads (books closed)

Journal de Voyage de Daniel Legrand 5 minutes

4. Basic Sentences 1-5 Choral (then individual drill) Present new 6-10 choral 10 minutes

5. Dictée (based on sentences in preceding lesson) 5 minutes

Song Time: *Au Jardin de Mon Père—La Marseillaise* 5 minutes

6. Repetition Drill: 5 minutes

Reflexive Passé composé
Nous nous sommes couchés de bonne heure hier.
Tu t'es couché de bonne heure hier?

7. Patterned Response Drill (on present tense and reflexive) 5 minutes

Est-ce que vous vous arrêtez pour casser la croute?
Est-ce que vous vous reposez après le dîner?
Students answer individually.

8. Assignment: 5 minutes

Write sentences one- to five, five times; reflexive present; practice exercise passé composé.

Third class period 55 minutes

1. Conversation: Dialog 10 minutes

A quelle heure est-ce que vous vous êtes couché?
Posez la même question à votre voisin de droite.
A quelle heure est-ce que tu t'es couché (e) ?

2. Review Drill: Reflexive Passé Composé 5 minutes

Qu'est-ce que tu as fait ce matin?
Je me suis levé (e) etc. . . . .
Demandez-moi ce que j'ai fait.

3. Teacher reads aloud with students' books closed 5 minutes
Journal de Voyage de Daniel Legrand.

4. Basic Sentences 1-10
Individual and choral drill 5 minutes

Introduce 11-15
Choral drill 10 minutes

5. Dictée: Based on first five sentences in Lesson XV 5 minutes

Song Time: *Au Jardin de Mon Père* 5 minutes

6. Repetition Drill: 5 minutes

Present of *aller* plus infinitive:
Nous allons nous mettre au premier rang.
Tu vas t'amuser ce soir?
Passé composé:
Nous nous sommes mis au premier rang.
Tu t'es amusé (e) ce soir?

7. Patterned Response Drill: 5 minutes
Est-ce que les jeunes gens s'installent par terre?
Est-ce que Pierre s'amuse chez les Dupont?

8. Assignment: Write sentences 6-10 five times each 5 minutes
Write reflexive passé composé exercises

Fourth class period

1. Conversation: Avez-vous sommeil? (stimulus) 10 minutes
Est-ce qu'il dort?
Est-ce que vous dormez en classe quelquefois?
Posez la même question à votre voisin de gauche.

2. Review Drill: (round robin fashion) 5 minutes
    Qu'est-ce qu'il a fait ce matin?
    Il s'est levé de bonne heure . . . . .

3. Teacher reads aloud (same story) 5 minutes

4. Basic Sentences: 10 minutes
    Review 1-15—individual followed by choral
    New 16-20—choral

5. Dictée: Based on sentences 6-10 in lesson XV 5 minutes

6. Repetition Drill: 5 minutes
    Verbs of stem changes: acheter, emmener, promener, jeter, lever, etc.
    Nous achetons des pommes de terre.
    J'achète des pommes de terre. etc. . . .

7. Patterned Responses: 5 minutes
    Est-ce que Marie se prépare du chocolat le matin?
    Est-ce que votre mère se parle quand elle travaille?
    Students' answers are original.

8. Assignment: Write sentences 11-15 five times each 5 minutes
    Practice aloud—emmener, acheter, etc.

Fifth class period 55 minutes

1. Conversation: Vous êtes malade? 10 minutes

2. Review Drill: aller plus infinitive (present) p. 50 5 minutes
    Je m'endors au cours de français.
    Je vais m'endormir au cours de français.

3. Teacher reads aloud: (Same story) 5 minutes

4. Basic sentences: Review 1-20 5 minutes

5. Dictée: 5 minutes

    Song Time 5 minutes

6. Repetition Drill: Imperative p. 56 5 minutes
    Reste ici!
    Restons ici!
    Restez ici!

7. Patterned Response: p. 51 10 minutes
    Où est-ce que vous êtes ennuyé? (e)
    A quelle heure est-ce que Daniel s'est couché?

8. Assignment: 5 minutes
    Write 16-20 five times
    Practice imperative aloud
    Write exercise on *emmener, appeler, lever,* etc.

Sixth class period

1. Conversation: Vous êtes-vous bien amusé (e) ce week-end?
    10 minutes

2. Review Drill: stem changes on verbs 5 minutes
Papa nous emmène au musée

3. Teacher reads aloud:

4. Basic sentences: Review sentences 1-24 10 minutes
Translation Drill (idiomatic expressions)
J'ai failli perdre l'equilibre
(I almost lost my balance)

5. Dictée: Based on sentences 16-20 Lesson XV 5 minutes
Song Time: 5 minutes

6. Repetition Drill: 10 minutes
Negative with infinitive, and indirect object pronoun with *penser*
Ma soeur m'a demandé de ne pas sortir *sans elle.*
Jean n'est pas parti *avec moi.*
Véronique pense *à son frère.*
J'ai l'intention *de ne rien dire.*
Jean n'est pas parti *avec toi.* Véronique pense *à lui.*

7. Patterned Response:
Où les autres se sont-ils installés?
Quand est-ce que Georges s'est cassé la jambe?

8. Assignment: Write 21-24 five times
Prepare for oral test on basic sentences.

Seventh class period 55 minutes

1. Conversation: Êtes-vous en retard ce matin? 10 minutes
Vous vous êtes dépêché ce matin
pour ne pas être en retard.

2. Review Drill: 5 minutes
Je ne sais pas nager
Je ne peux pas nager
Savez-vous nager?
Peux-tu nager?

3. Teacher reads aloud: *Journal de Voyage de Daniel* 5 minutes

4. Basic Sentences: Review Translation Drill 10 minutes
Je n'ai pas l'habitude des bateaux.
(I'm not used to boats)
Oral test on 1-24. Basic sentences

5. Dictée: Based on sentences 21-24 Lesson XV 5 minutes
Song Time: *Au jardin de mon père*

6. Repetition Drill: Stress Pronouns 10 minutes
Jean n'est pas parti avec lui.
Jean n'est pas parti avec elles.

7. Patterned Response: 5 minutes
Quand est-ce que Hélène s'est lavé les cheveux?

8. Assignment: 5 minutes
Written test on Basic Sentences.

Practice Stress Pronouns and Indirect Object Pronouns with *penser à.*
Practice Translation Drill aloud.

Eighth class period 55 minutes

1. Conversation: Avez-vous bien dormi hier soir? 10 minutes
2. Review Drill: 5 minutes
   Je sais parler italien—etc.
3. Pupils listen with books open while teacher reads aloud. 5 minutes
4. Basic sentences 10 minutes
5. Dictée: Written test on basic sentences. 5 minutes

   Song Time: 5 minutes
6. Repetition Drill: Test-Oral 5 minutes
7. Patterned Response: Savez-vous parler italien? 10 minutes
   Jean sait-il nager?
   Les jeunes filles savent-elles jouer au football?
8. Assignment:
   Write Translation Drill
   Practice basic sentences
   Write exercise on stress pronouns and exercises with *penser à*

Ninth class period 55 minutes

1. Conversation: Avez-vous faim? 10 minutes
2. Review Drill: Imperative 5 minutes
   Finis le devoir avant de partir.
   Finissons le devoir avant de partir
   Finissez le devoir avant de partir, etc.
3. Pupil reading aloud: 5 minutes
   Same story—*Journal de Voyage de Daniel*
4. Basic sentences: Select one sentence 5 minutes
   Ils sont allés jusqu'au ruisseau pour laver un peu de linge.
   Drill on intonation
5. Dictée: Excerpt from *Le journal de voyage de Daniel* 10 minutes
6. Repetition Drill: *savoir, pouvoir, vouloir* 5 minutes
   Present tense Nous pouvons le finir.
   Nous savons bien nager.
   Je peux venir.
7. Patterned Response: 10 minutes
   Votre petite soeur sait-elle lire?
   Savez-vous parler français?
   Savez-vous faire du ski nautique?
8. Assignment: Write free replacement sentences 5 minutes
   Sentence construction exercise
   Read story at beginning of chapter

Tenth class period 55 minutes

1. Conversation: 10 minutes
   Avez-vous besoin de quelque chose?
   Non? Comment? Vous avez tout ce que vous voulez?
   Bien, et vous, Jean?
   Posez la même question à Anne.
2. Review Drill Imperative: 5 minutes
   a. Proposez à Paul d'aller à la campagne avec vous demain.
   b. Allons à la campagne demain.
3. Reading aloud by teacher, *Excursion en montagne*: 10 minutes
4. Basic sentences: Stress intonation 5 minutes
5. Dictée 5 minutes
   Song: *Au jardin de mon père* (third verse)
6. Repetition Drill: 5 minutes
   Savoir, pouvoir, vouloir, passé composé
   Tu as pu faire du ski nautique?
   Etienne a voulu retourner au camp.
   J'ai su répondre aux questions.
7. Patterned Response: 10 minutes
   Marie sait-elle bien écrire?
   Paul et Pierre savent-ils réparer les vélos?
   Jean et vous, savez-vous parler allemand?
8. Assignment: Write paragraph changing present tense to *passé composé* and 1st person to 3rd person.
   Read aloud story at end of chapter. 5 minutes
   Prepare for oral comprehension test.

Eleventh class period 55 minutes

1. Conversation: 10 minutes
   Est-ce que vous êtes allé au cinéma hier soir?
2. Review Drill: *Passé composé savoir,* etc. 5 minutes
   Est-ce qu'il a su la date?
   Non. il n'a pas su la date.
   Oui, il a su la date.
3. Pupils read aloud same story at end of chapter. 5 minutes
4. Basic Sentences: Review some basic sentences from preceding unit. 5 minutes
5. Begin introduction of basic sentences in Chapter 16. 10 minutes
   Song: 5 minutes
6. Repetition Drill: Oral Test. Comprehension 5 minutes
   Oral test—*savoir, pouvoir, vouloir.*
7. Patterned Response: Direct Dialogue: 5 minutes
   Georges, demandez à vos amis s'ils restent à Paris cet été.

Marc, répondez-lui que non, que vous comptez partir en vacances dans huit jours.

8. Assignment: Write exercise on *savoir, pouvoir, vouloir.* 5 minutes
   Write answers to story.

Twelfth class period 55 minutes

1. Conversation: 10 minutes
   Qui peut allumer un feu?
2. Review Drill: Substitution Drill (Genders) 5 minutes
   Robert cherche sa voiture.
   ____________________billet.
   ____________________école.
3. Ask questions on *Le journal de Daniel Legrand.* 5 minutes
   Pupils respond without books.
4. Basic Sentences: Continue introduction of basic sentences in Chapter XVI. 5 minutes
5. Dictée: *Written test, savoir, pouvoir, vouloir* 10 minutes
6. Repetition Drill: Review reflexive verb 5 minutes
   Ma mère s'est levée à six heures
7. Patterned Response: 5 minutes
   Georges, demandez-leur combien de temps ils vont passer en vacances.
   Répondez-lui: "Trois semaines."
8. Assignment: 5 minutes
   Read story silently and aloud.
   Be able to answer questions about story.

Thirteenth class period 55 minutes

1. Conversation: 10 minutes
   Est-ce que vous vous-êtes levé de bonne heure?
2. Review Drill: Completion Drill 5 minutes
   J'ai de la peine à ____________.
   Il a tellement froid qu'il va ____________.
   Je vais essayer de ____________.
3. Continue oral questioning and responses of *Le journal de Daniel Legrand.* 5 minutes
4. Basic sentences: Continue introduction of basic sentences in Lesson XVI. 5 minutes
5. Dictée: 5 minutes
6. Song: 5 minutes
7. Repetition Drill: Gender Drill 5 minutes
   Nous avons eu __________ très belle journée.
   Elle a mis __________ carotte dans la soupe.
   Students repeat sentences after teacher.

8. Patterned Response: Conversation stimulus 10 minutes
   Jean, demandez à vos amis s 'il vont bientôt partir en vacances. Martin répondez-lui que oui, dans deux ou trois jours, sans doute.

9. Assignment: Write answers and questions on story at end of chapter
   Practice gender exercises aloud. 5 minutes

Fourteenth class period

Complete review including sentences from other lessons stressing weak points. Examples of some review exercises:

1. Conversation stimulus

   C'est la fin du mois de juin.
   Vous rencontrez des amis qui parlent des grandes vacances.
   Vous voulez savoir ce qu'ils vont faire et vous leur demandez:
   Vous restez à Paris cet éte? 10 minutes

2. Rejoinders:
   1. Il n'y a rien à faire toute la journée.
   Students offer different rejoinders orally.

   2. On peut aller aux Gorges du Tarn en voiture. 5 minutes

3. Free Replacement Drills
   Il *m*'a dit de *ne pas m'arrêter.*
   Mon frère s'est levé avant moi ce matin. 5 minutes

4. Person-Number Substitution
   Nous nous sommes mis au dernier rang.
   Les élèves ______________________.
   Elle ______________________.
   etc. 10 minutes

5. Song: *En passant par la Lorraine* 5 minutes

6. Basic sentences XVI
   Introduce and explain in simple French 10-15
   Review 1st ten. 10 minutes

7. Ask questions on story
   Excursion en montagne
   at end of chapter 10 minutes

Fifteenth class period

1. Conversation 10 minutes
2. Basic sentences XV Test (Comprehension Test) 10 minutes
3. Written test on writing basic sentences and exercises 10 minutes
   Tests are supplied by Harcourt Brace, World Publishers
   Teacher may supplement others
4. Reading Test—Read aloud 10 minutes
5. Song 5 minutes
6. Basic sentences XVI Review 1-15 10 minutes

Sample of Tests

Reading Comprehension

Read the following selection. After the selection you will find a series of incomplete sentences. For each sentence there are four suggested completions. Circle the letter that is followed by the most appropriate completion. Base your choice on the information given in the selection. Follow the same procedure for each selection in this section.

En été les trois frères Lebrun vont souvent nager au Lac Vert qui n'est pas très loin de chez eux. C'est un petit lac et il n'y a jamais beaucoup de monde car on ne peut pas y aller en voiture. Les trois garçons partent à bicyclette de bonne heure pour ne pas rouler en plein soleil. L'eau du lac est glacèe, mais le soleil est toujours très chaud. Après avoir nagé, les trois frères déjeunent au bord de l'eau, puis ils se reposent: ils lisent ou ils parlent jusqu'au soir.

1. Les frères Lebrun vont souvent ______________.
   A. très loin de chez eux
   B. à un lac près de chez eux
   C. à un ruisseau près de chez eux
   D. nager dans la rivière

2. Ils ne partent pas trop tard ______________.
   A. parce qu'ils n'ont pas de bicyclettes
   B. parce qu'ils n'ont pas de voiture
   C. parce qu'ils n'aiment pas rouler en plein soleil
   D. pour ne pas s'arrêter trop souvent

3. Il n'y a pas beaucoup de monde au lac ______________.
   A. parce qu'il est petit
   B. parce qu'on ne peut pas y aller à bicyclette
   C. parce qu'on ne peut pas y aller en voiture
   D. parce qu'on y va le matin

4. Après le déjeuner, tout le monde ______________.
   A. a faim
   B. nage et mange
   C. se promène au bord du lac
   D. se repose

Sample of Tests

Writing

Rewrite the underlined words in each sentence, changing the verb from the aller + *infinitive* construction to the *passé composé*

Model: *Nous allons partir* à sept heures.
Nous sommes partis

1. *Je vais me reposer* cet après-midi.
2. *Ils vont se mettre* en route à sept heures.
3. *Elle va s'endormir* tout de suite après le dîner.
4. *Maman va vouloir* s'arrêter de bonne heure.
5. *Nous allons savoir* répondre à toutes les questions.

6. *Jeanne va se laver* les cheveux.

7. *Ils vont se lever* tard.

8. Est-ce que *vous allez pouvoir* réparer le vélo?

Part II

Write a new sentence, using the items given to replace the appropriate words in the original sentence. Use the same structure, making all necessary changes or additions.

Model: Nous allons au lycée.
je / rester / bibliothèque
Je reste à la bibliothèque

1. Nous nous reposons après le déjeuner.
je / se promener / avant / dîner ____________________

2. Il va rester à la maison.
je / vouloir / aller / cinéma ____________________

3. Nous allons au musée.
jeunes gens / se jeter / à / eau ____________________

4. Finis tes devoirs avant de sortir.
acheter / des pommes de terre / rentrer ____________________

Test after Unit 15

Listening Comprehension—Part 1

A series of sentences will be read aloud. For each one, three rejoinders will be suggested. Listen to each sentence and the suggested rejoinders; then circle on your answer sheet the letter A, B, or C, according to whether the most appropriate answer is the first, second, or third one read.

Example: You hear: Jean est arrivé hier soir.
A Sans blague!
B Moi non plus
C J'y vais aussi
You see: A B C
You circle: *A* because the first rejoinder is the most appropriate.

1. Combien coûte le repas?
A Nous nous sommes couchés à cinq heures.
B Oui, je me suis bien reposé.
C Oh, pas très cher.

2. Où est-ce que vous vous lavez?
A De bonne heure.
B Du linge.
C Dans le ruisseau.

3. Pourquoi est-ce qu'on a emmené Jacques à l'hôpital?
A Il n'était plus malade.
B Il a cassé la croute.
C Il s'est cassé le bras.

4. Est-ce que vous allez acheter des choux?
A Oui, j'ai toujours mal aux pieds.

B Oui, maman vent faire de la soupe.
C Oui, ils ne sont pas très bons.

5. Tu vas te coucher?
A Oui, je n'en peux plus.
B Oui, j'en ai très peu.
C Oui, j'ai envie de rester.

6. Pourquoi est-ce que Pierre a de la peine à allumer le feu?
A Parce qu'il veut préparer le dîner.
B Parce qu'il a trop chaud.
C Parce qu'il y a trop de vent.

Listening Comprehension — Part II

Listen to the following selection. After the selection a series of incomplete sentences will be read aloud. For each sentence, three completions will be suggested. Listen to each sentence and the suggested completions; then circle on your answer sheet the letter A, B, or C, according to whether the most appropriate completion is the first, second, or third one read. Base your choice on the information given.

Jacques	J'ai de la peine à m'endormir. Quelle heure est-il?
Marcel	Pas tard. Neuf heures et demie. Tu n'es pas fatigué?
Jacques	Si, je suis trop fatigué pour m'endormir. Je n'ai pas l'habitude de longues promenades à pied.
Marcel	Tu te rends compte? On a fait trente kilomètres aujourd'hui!
Jacques	Et ce n'est que le premier jour!
Marcel	Heureusement qu'il fait beau.
Jacques	Oui, ce n'est pas drôle de camper quand il pleut. Tu t'endors?
Marcel	Presque.
Jacques	Alors, bonne nuit.

7. Jacques ne peut pas s'endormir ____________________.
A parce qu'il est trop fatigué
B parce qu'il n'est pas fatigué
C parce qu'il est en retard

8. Jacques est fatigué ____________________.
A parce qu'il fait trente kilomètres tous les jours
B parce qu'il ne fait pas souvent de promenades à pied
C parce qu'il est tard

9. Les deux garçons ont de la chance ____________________.
A parce qu'il fait beau
B parce qu'il pleut
C parce qu'il fait du vent

FRENCH II

Lesson Plan for Adapting Traditional Text, *Cours Moyen de Français,* Dale & Dale, D.C. Heath, to the listening-speaking method.

Goals: To teach student to speak, to understand spoken language, to read, to write, and to think in French.

Immediate goals—to establish habit of saying "il a les yeux bruns" which is unlike the English, "his eyes are brown."
to review present tense of verbs
to review position of object pronouns

First Day

Teacher describes a student in the class showing how to use sentences of Exercise II pages 5 & 6:

Presentation

Il est jeune.
Il a seize ans.
Il a les yeux noirs.
Il a le teint clair.
Il est grand.
Qui est-ce?

Élève: C'est Jean.

Prof: C'est juste. Vous avez raison. Maintenant, décrivez une jeune fille de la classe.

Élève: Elle est jeune.
Elle a seize ans.
Elle a les yeux bleus.
Elle a les cheveux blonds.
Elle a le teint pâle.
Elle est petite.
Qui est-ce?

Élève: C'est Julie.

Oral Practice

Students take turns describing Marie, Paul, Georges, etc. around the room.

Teacher reads sentences pages 5 & 6 with students.

Assignment:

Préparez une description
d'un homme politique
d'une vedette
du directeur de l'école
d'un chanteur
d'une chanteuse
etc.

Tape-recorder

Second Day

Tape of story page 3 is played once or twice, class repeating. Students make tape of descriptions on tape-recorder in class room. Since a quiet room is necesary, students will line up to make recordings, other students can silently work on next day's assignment. If teacher has access to laboratory every day, this activity can be done in laboratory.

Assignment:

Read story, looking up new words, making sure of difficult passages:

line 2 page 3
line 3
line 10
line 11

line 16

Read story aloud in French at home after making sure of meaning of story.

Laboratory

Third class period

Listen to student tape recordings in laboratory, stop machine for evaluation and criticism which will help all of the class, and show them what to listen for.

Remove head sets. Answer questions page 5 as teacher asks 1) individual 2) then class as a whole

Answer questions page 5, using tape recording.

Read and repeat story with machine.

Remove head sets, or use student-to-class, depending upon class, students ask questions about difficult parts in French using this pattern. "Je ne comprends pas ligne 10, a la page 33."

Listen to exercises 3, 4, & 5, pages 1 and 2 on tape of *Laboratory Manual for Cours Moyen de Français* (B)

Listen to exercise I, II, III pages 11 & 12 on the tape (A) that accompany the text.

Assignment:

Review conjugations, pages 9 and 10, review numbers, and forming questions. Write out Exercise II, page 11

Tape-recorder or Laboratory

Fourth class period

Begin class with drill exercises in Laboratory Manual tape (B) exercises 3, 4, and 5, pages 1 and 2
Give class short quiz on conjugations.
Check conjugations orally and at blackboard.
Check exercises I and II with teacher.
Listen to exercises 6 and 7, pages 2 and 3 of Laboratory Manual (B)

Assignment:

Write exercise IV pages 12 and 13.

Fifth class period

Check exercises with tape (A) which accompanies text.
Check exercises with teacher, repeating part D aloud.
Repeat lab drills 1, 2, 3, 4, and 5 in preparation for test to be given during sixth class period.

Sixth class period

If test is placed on tape, make-ups are facilitated. Safe-guards for pre-test information depend upon teacher. Two tests can be made.

Evaluation

Suggestions for a test:

I. Dictée: (from story or similar to story, page 3 of text)

II. Ecrivez en français des réponses à ces questions orales:
   1. Où habitez-vous?
   2. Où est-ce qu'Alain habite?
   3. Qu'est-ce qu'Alain espère être un jour?
   4. Qu'est-ce que vous espérez être un jour?

III. Employez la forme convenable du verbe:
   etc.

IV. Dans les phrases suivantes remplacez les noms par les pronoms:
   etc.

V. Décrivez la femme de l'image que j'ai mise là-bas au mur.

FRENCH II

These questions are submitted for conversation stimulus in the ten minute conversation time at the beginning of each period. They are merely suggestive, thought provoking ideas.

1. Que dites-vous au professeur quand vous entrez dans la salle de français?
2. Combien font treize et seize?
3. Quel est le sixième mois de l'année?
4. Quel jour de la semaine précède samedi?
5. Pourquoi va-t-on à la bibliothèque?
6. Que buvez-vous pour le petit déjeuner?
7. Dans quelle saison joue-t-on au basketball?
8. A quelle heure vous levez-vous le samedi matin?
9. Quand porte-t-on un parapluie?
10. Préférez-vous lire ou regarder la télévision?
11. Qu'est-ce que les poules nous donnent à manger?
12. De quel fruit fait-on le vin?
13. Que regarde-t-on pour savoir l'heure?
14. Où porte-t-on des lunettes?
15. Comment s'appelle celui qui soigne les malades?
16. A quelle heure prenez-vous le dîner?
17. Combien font neuf fois neuf?
18. Combien de doigts avez-vous?
19. Dans quel mois célébrons-nous la fête de Christophe Colombe?
20. Quel est le premier repas du jour?
21. Dans quel livre cherche-t-on la signification d'un mot?
22. Dans quelle pièce se couche-t-on?
23. A quelle heure faut-il que vous arriviez à l'école?
24. Nommez quatre parties du corps.

25. Que fait-on quand on a faim?
26. A quel jeu aimez-vous jouer?
27. A quelle heure commençait la classe de français?
28. Quel jour sommes-nous aujourd’hui?
29. Laquelle de vos classes est la plus intéressante?
30. Nommez deux choses que vous portez dans la poche?
31. Nommez quatre animaux.
32. Comment aimez-vous passer le dimanche après-midi?
33. Nommez deux cadeaux que vous avez reçus à Noël?
34. Que faites-vous après votre repas de soir?
35. Comment demande-t-on l’âge d’une personne?
36. Qu’est-ce qu’on peut acheter chez le boulanger?
37. Quand il fait froid que portez-vous sur les mains?
38. Quand êtes-vous né? (e)
39. Comment êtes-vous venu à l’école aujourd’hui?
40. Que faites-vous le soir après avoir fini vos devoirs?
41. Quel est le dernier cadeau que vous avez reçu?
42. Quel est le moyen le plus rapide de voyager?
43. Que prenez-vous pour le déjeuner les jours de classe?
44. A votre école quel est le sport favori d’hiver?
45. De quoi avez-vous besoin pour écrire une composition?
46. Aimeriez-vous mieux aller en France en bateau ou en avion?
47. Dans quoi faut-il monter pour voyager en chemin de fer?
48. Qu’est-ce que vous appelez le père de votre mère?
49. Comment s’appelle la femme du roi?
50. Est-ce que vous vous êtes bien amusé (e) ce weekend?

LESSON PLANS

French III — First Semester

Daily Schedule — Lesson Plan Per Day — ALM Material

I. Conversation in groupings 10 minutes
(Est-ce que vous vous êtes bien amusé (e) ce week-end?)
(Que faites-vous après l’école?)

II. Story Time 15 minutes
Teacher reads a short story to class with which students are not familiar and which students have not seen written. Questions and discussions in French. Assignment: Written resumé of story Dictée

III. Singing 5 minutes

IV. Discussion Period—Topic selected by student
Current Events 10 minutes

V. French anecdote 5 minutes

VI. Outside Reading 10 minutes
1. Literature
2. History
3. Customs
4. Paris

Year’s Work—Third Year French
1. Stimulated conversation on any subject selected at random

2. Ten to twelve songs
3. Freely discuss, report clearly any current events
4. Sixteen copies, *La Vie* thoroughly covered
5. Tell anecdotes
6. Two or three selections from literature, depending upon reading difficulty and vocabulary
7. Grammar Drill as taken from conversation and inculcated into conversation corrections
8. Customs of French, Geography of France, History of France, Detailed study of Paris

Rules to govern third year French

1. No English permitted
2. Classes arranged in conversational groups seated around table (4 or 5)
3. Classroom atmosphere dispensed with; drawing room atmosphere (within reason) adhered to
4. Student does not read any of his reports, nor discussion articles in class. "No notes" encourages spontaneous and free expression, but discourages memorization of reports or stilted expression.
5. Literature and reading materials all to be read out of class and prepared as homework assignments. Preparation exact enough so that both preparation and presentation are an intellectual challenge.
6. Anecdotes are to be told by teacher*. Student never sees the written copy. Later on students tell their own anecdotes.
7. Avoid translation if possible. If a student doesn't understand a passage, the teacher or another student who does understand the passage can explain the passage in French using simpler language. If a passage that a student has read for homework is not understood, again the teacher must explain this—but in French. The definition of a word should be explained by a synonym in French or some simpler French word.

Schedule for year, two semesters

First

1. Conversation (not question-answer) 10 minutes
   Suggested Topics
   1. Personal information—renseignements personnels
   2. La journee d'un étudiant
   3. Les voyages
   4. Le temps—saison, jour
   5. Les sports
   6. Les recreations
   7. Les vacances et les fêtes
   8. Les week-ends
   9. La vie de famille
      A. Les parents
      B. Les amis
   10. La maison
       A. Description
       B. Les repas

2. Story Time (Sources) 15 minutes
    1. *Stories to Tell* Anna Wood
    2. *Petits Contes Vrais* Riley and Humbert: *La Famille Lefèvre*
    3. *La jeunesse*
    4. *Basic French Reader* Harris and Leveque
    5. *Le Roi des Montagnes* Edmond About
    6. Short Stories found in other text books (not being used in particular school.)
    7. Guerber: *Contes et légendes,* American Book Co.
    8. *French for the Modern World* Books I and II

3. Singing (taught by teacher, not from printed page) 5 minutes
    1. *La Marseillaise*
    2. *Au jardin de mon père*
    3. *En passant par la Lorraine*
    4. *La Seine*
    5. *Chevaliers de la table ronde*
    6. *Maudit sois-tu*
    7. *America the Beautiful*
    8. *Chansons de Noël*
    9. *Les trois tambours*
    10. *Ma Normandie*

* See Appendix for anecdotes

VI. Outside Reading. 10 minutes

Select the one from list which will be suitable to ability of class.

Suggested for average ability: *Le Petit Prince.*

Literature (suggested)

1. Daudet *Neuf Contes Choisis*
2. Keating and Clubb *Journal Parisien,* Appleton-Century-Crofts, Inc.
3. Maurice Le Blanc *Arsene Lupin,* Ginn and Co.
4. *Le Petit Prince* Antoine de Saint-Exupery, Houghton Mifflin Co. (with record)
5. *La Vie* (Newspaper), Banks, Hepshaw, Division of National Textbook Corp., 4761 W. Touhy, Lincolnwood, Ill.
6. *Vignettes Littéraires* J. P. Le Coq, D. C. Heath
7. *Le Match* (magazine) Lorraine Music Co., 3986 45th Street, Long Island City, N. Y.
8. Muller et Raffanel: *Si un jour* D. C. Heath
9. Bruckberger, Raymond Leopold: *Le Loup de Gubbio*
10. Chase et Besso: *Causons et Lisons* (simple) Oxford Book Co.
11. Dale and Dale: *Alain Charpentier* D. C. Heath
12. *Un coup d'oeil sur la France* National Textbook Corporation
13. Biley, Mary and Humbert, Andre: *Petits Contes Vrais,* Charles E. Merrill Books
14. Otto F. Bond: *Première Etape,* Basic French Readings Book 1 to 5. D. C. Heath
15. E. E. Milligan *Beginning Readings in French,* MacMillan Co., New York
16. *La Jeunesse* (newspaper), 7 Alling Street, Newark, N.J.

LESSON PLAN FOR FRENCH IV

Part of a six-week unit on classicism

Long-range goal—Increase student's experience in using French language—speaking, reading, writing, and understanding—as he learns of France's cultural contribution to western culture during 17th century.

Immediate goal—Involve student in a study of a letter written by Mme. de Sévigné, involve student in a study in depth of the historical, social, and artistic milieu of the letter.

Activity for one class period:

Text: "Le suicide de Vatel," by Mme. de Sévigné from *Contes et Réctis* by Denoeu, published by Holt

Introduction: (10-25 minutes) (suggested conversation between students and teacher to involve students in background material)

Prof: Voici une image de Versailles qui montre le palais vu das jardins. Quelle est votre impression de ce palais?
Élève: Il est très grand.
Élève: C'est un palais d'une largeur impressionnante.
Élève: Il est surtout imposant.
Prof: Pourquoi est-il imposant?
Élève: Notre livre a dit que les lignes horizantales lui donnent de la stabilité, de l'harmonie et le fait imposant.
Prof: Nommez quelques caracteristiques du classicisme du 17e siècle en France.
Élève: Comme l'autre élève a dit, les idéales étaient l'harmonie, l'universalité, l'objectivité, et un désir d'être imposant.
Prof: Est-ce que l'art de notre époque veut exprimer les mêmes idéales?
Élève: Pas du tout, notre idéale est de voyager dans l'espace.
Élève: Nous aimons les bâtiments aux lignes verticales, comme la Tour Price à Bartlesville.
Élève: Nous préférons les aventures à l'harmonie.
(Les étudiants nomment les bâtiments de Tulsa qui sont typiques du 20e siècle.)

La classe parle de la lettre de Mme de Sévigné (15 minutes)

Prof: Hier nous avons lu cette lettre de Mme. de Sévigné et nous avons répondu aux questions dans le livre. Maintenant, en vous rappellant notre discussion d'hier, qu'est-ce que vous avez trouvé dans "Le suicide de Vatel" qui est caracteristique de l'époque de Mme. de Sévigné.
Élève: Je ne sais pas—certainement il n'y a pas d'harmonie dans un suicide.
Élève: Tout tourne autour du roi—le Roi Soleil—Louis XIV—le dîner est important a cause de la presence du roi.
Prof: Croyez-vous que la vie de la cour soit élégante, ou naturelle?
Élève: La vie est organisée et élégante, mais il me semble qu'elle est superficielle.
Prof: Pourquoi superficielle?

Élève: On parle beaucoup des fleurs sur le mur du jardin, mais pas beaucoup de la mort de Vatel.
Élève: On répète que "Tout était parfait" même après la mort de Vatel.
Prof: Quelle est l'opinion de Mme. de Sévigné de cette vie?
Élève: Je ne sais pas, elle ne le dit pas.
Prof: Pourquoi est-ce qu'elle ne nous donne pas son opinion?
Élève: Elle voulait être objective.
Élève: Voilà un caracteristique de son époque, n'est-ce pas?
Prof: Certainement, maintenant, ouvrez vos livres à la dernière page de cette lettre et nous allons faire une explication de texte du dernier paragraphe.

Explication de texte (20 minutes)

On lit soigneusement le paragraphe et chaque élève exprime une idée d'un mot du texte. Le professeur guide la conversation vers une considération des idées, et du style de Mme. de Sévigné.
Prof: La leçon pour demain est de préparer une explication vous-même d'un autre paragraphe de cette lettre.

Bibliography for unit on classicism

Reboussin—*Les Grandes Époques Culturelles de la France*—Ronald
ch 16 La monarchie absolue sous le règne de Louis XIV
ch 17 La philosophie et la science: Descartes et Pascal
ch 18 L'art classique—Poussin et le palais de Versailles
ch 19 Qu'est-ce que la littérature classique?—Racine
ch. 20 Molière

Contes et Récits, Denoeu published by Holt
History of France, André Maurois, illustrated edition
Art books from library for studying paintings by Poussin

Racine: *Andromaque*
Esther
Phèdre
Molière: *Le Bourgeois gentilhomme*
L'Avare
Les Précièuses ridicules
Les Femmes savantes

Tapes—Dramatizations of 4 fables by La Fontaine, presented with appropriate music

Le Bourgeois gentilhomme—sound script from the movie made by l'Académie Française

Film—*Le Bourgeois gentilhomme*
Gardens through history of France

Slides—
Chateaux de la Loire
Versailles
Chantilly (la mise en scène de *Le suicide de Vatel*)
Posters
Dolls dressed in costume
Activities for this unit in the classroom

1) See and discuss pictures of the palaces at Versailles, Chantilly.
Discuss life of Mme. de Sévigné.
Story "Le suicide de Vatel" is studied by answering questions in the text, discussing these questions in class, asking questions of teacher, discussion and use of new vocabulary words, *explication de texte* by teacher, *explication de texte* presented orally by students, and written examination.

2) The five chapters from *Grandes Époques Culturelles* studied in the same way as the letter with both oral and written presentation by students.

3) Portraits from the period studied in Maurois's *History*. Pictures by Poussin studied with discussion of rules of harmony and balance.

4) *Explication de texte* of *Andromaque* by teacher, demonstrating classic principle of universality by showing that sentiments, emotions, even the words in the play have been translated into words of popular songs of today.

   One boy wrote on his test, in French, of course, "Man of the first or twentieth century has his emotions and they are always a problem for him. Racine has tried to give him an answer to universal problems."

5) Each student reads a play from classic period outside of class, but with a class period devoted to supervised reading. Afterward, each student talks about the play which he has read, tells how it follows classic pattern, gives quotations from it and answers questions asked by other students in order to develop skill in talking from notes and without notes.

7) Dramatization of selected scenes from plays.

Activities in the laboratory

1) Listen to several tapes of dramatizations of *Fables* by La Fontaine. Played once, questions put on the black board, played again and students wrote answers to questions.

2) Slides of chateaux shown and discussed.

3) Tape of sound script from *Le Bourgeois gentilhomme* played.

4) Students make tapes of reading parts from the plays.

FRENCH IV

All work by the teacher and students is conducted entirely in French. The first week is spent in review, stressing conversation.

Context of Review Lessons

1. Conversation. Conversation grouping: Class is divided into small groups for a ten-minute period of human interest and personal topics. Teacher may suggest a topic which students discuss freely and extemporaneously. Conversation stimulus can be vacation fun.

2. From ALM text begin review with subjunctive by teacher reading aloud the story from ALM lesson number 21, *Le Tour de France,* or listening to tape to determine placement of student in view of ability and background of student and class. Ask questions on story to determine comprehension ability of class. If students respond well, the next day, continue Lessons 22, 23, 24, 25 until level of class is determined by teacher.
3. Transition: The transition period can be used to tell anecdotes or short stories or proverbs that had already been used in the preceding year.
4. Literature: In literature review, have students give orally a résumé of *Le Petit Prince, La Famille Lefèvre, La Méchante Femme, Le Petit Chaperon Rouge,* or an article from *Paris Match* that students had read the year before.

SECOND WEEK: Begin ALM text and civilization

Language Laboratory

First class period

1. Conversation: 10 minutes
   Students exchange their personal weekend experiences with one another which should result in animated conversation. For instance one student mentions a movie he saw, another will ask how he liked it, and with whom he went. Another wants to know what the show was about. Another one saw the same movie but has some adverse criticism of actor or comment on actor and plot. Suggest: Mettre en scène (to film) . . adapter pour l'ecran . . (screen) . . la pièce (the play) . . spectacle permanent (continuous show) sous-titres (subtitles) . . actualités.
2. ALM text: 20 minutes
   Lesson plans are set forth in ALM Level IV. If the student's background is not ready for Level IV, begin in ALM Level III with Lesson 26. Any other text with audio-lingual approach is equally acceptable.
3. Transition-Song: *Les Feuilles mortes* 5 minutes
   Teach chorus first.
4. Civilization: 20 minutes
   Lecture by teacher—Explain in French the boundaries of France, population, and size. Assign a map to be drawn by students out of class, putting on map what teacher had mentioned in lecture.

Second class period

1. Conversation: 10 minutes
   Stimulus: Make believe one student in small group is riding in his car with a friend who is visiting our town for the first time. He points out the sights and friend comments on what he sees. Suggest: Regardez . . c'est grand, magnifique, beau, épatant, splendide . . l'avenue principale . .
2. ALM text: Follow lesson plans as set forth in text varying speed 20 minutes according to ability of class progress.

3. Transition-Song: *Les Feuilles mortes* 5 minutes
Teach rest of song, then sing this song each day for several weeks. Also sing another song that has already been learned, *La Marseillaise* and whatever students choose from their repetoire.

4. Civilization: Ask questions on geography of France that was covered in lecture previous day. Teacher continues lecture, new subject: *Rivers of France.* Students assigned to put these rivers on map as homework assignment (only those which have been given in lecture).

Third class period

1. Conversation: 10 minutes
You decide to buy something, a camera or a record which you see in a store window. You're looking in the window and talking to your friend. You go in to the store and another classmate in the group is sales manager, another sales lady and your friend comment while you're looking and buying. Suggest: Regardez ce . . ! Je crois qu'il est cher . . bon marché . . Monsieur (Madame, Mademoiselle) désire? . . de meilleure qualité . . bien connu . . de tous les prix . . je le regrette . . montrez-moi . . Combien est-ce? . . Je le prends . . Payez à la caisse . . Au revoir.

2. ALM: 20 minutes
Follow lesson plans as set forth in text varying speed according to ability of class progress.

3. Transition: French anecdote and/or French proverb. 5 minutes

4. Civilization: 20 minutes
Questioning and discussion on boundaries and rivers. Teacher's lecture topic: *Terrain of France.* Assign these to be put on map.

Fourth class period

1. Conversation: 10 minutes
Stimulus: Today you're buying an article of clothing in a department store, a dress or a boy's shirt. Discuss size, color, style, price. This type of stimulus can be used in varied forms for other days.

2. ALM: 20 minutes
Follow lesson plan as designated in text.

3. Transition: 5 minutes
Teacher begins reading a continued story. Reading time: 5 minutes. Use record of story, if available. Suggested story: de Sauzó, *Contes Gais*; or P. de Beaumont, *Aladin ou la lampe merveilleuse*; or H. Malot, *Sans famille* (adaptation C. Fereira) ; or J. Verne, *Le tour du monde en 80 jours* (adaptation D. Biboreau) .

4. Civilization: Questions asked on boundaries, rivers, and terrain. Teacher's lecture topic: *Cities.* Assign these cities to be placed on map as homework. Teacher can mention largest cities and tell one or two outstanding points of interest about the city and its main industry. These can be indicated on map also.

Fifth class period

1. Conversation: Stimulus: A football game you're going to see. Com-

ment on possible plays, players, opposing team, winner. First day of next week discuss the game they saw, winner, and details of highlights of game. (A variation: Students can pretend to be watching a game. Comment on action and progress of game.) Suggest useful expressions as: Jouer au football . . l'équipe . . match nul . . le joueur . . le terrain . . la mi-temps . . changer de camp . . le camp . . avoir lieu . . le directeur . . les avants . . les arrières . . le remplacement . . le bilan . .

2. ALM: Follow lesson plans as set forth in text varying speed according to ability of class progress.
3. Transition: Brief synopsis (sentence or two) of continued story given by student or teacher. Teacher then continues reading, explaining unfamiliar words by a synonym.
4. Civilization: Question students on lectured material of preceding days. Discussion of same lecture. New topic: *Paris.* Students assigned to draw a map of Paris putting on the map only streets and places mentioned in lecture. Teacher can elaborate on *Paris* or *France* at various times in the course and have students add to map the places or parts that are mentioned in their study courses as they arise. Third week begin book on civilization. For class of average ability suggest: *Promenades en France.*

Suggested Material for French IV

Civilization

1. Coulanges et Daniel: *Un coup d'oeil sur la France,* National Textbook Corporation, Lincolnwood, Ill.
2. Brodin and Ernst: *La France et les Français,* Holt, Rinehart, and Winston, New York.
3. Belle et Haas: *Promenades en France,* Holt, Rinehart & Winston, New York.
4. Dostert: Français: *Cours Moyen, Civilisation,* Bruce Publishing Co., Milevauleu.
5. Craves and Rey: *Entretiens à Paris,* Ginn and Co.

Short Stories

1. Moore and Meiden: *Onze contes,* Houghton Mifflin Co.
2. Schwartz and Amatcan: *Unit Readings from French Masters,* Oxford Book Co., New York.
3. *Première Etape, Deuxième Etape,* D. C. Heath.
4. Riley and Humbert: *Petits contes vrais,* Charles E. Merrill, Dallas.
5. Milligan: *Beginning Readings in French,* Macmillan Co., Dallas
6. Maurice LeBlanc: *Arsène Lupin,* Ginn and Co.
7. Streeter: *Recueil de petits contes français,* Ginn and Co.
8. Denoeu: *Contes et récits*

Novels

1. Daudet: *Lettres de mon moulin*
2. About: *Le Roi des montagnes,* revised by Dahl et Pochard, D. C. Heath.
3. Daudet: *Tartarin de Tarascon*
4. Schwartz & Amatcan: *Unit Reading From French Masters*
5. René Basin: *Les Oberlé,* by J. D. Haygood.

Plays

1. Jules Romains: *Knock*
2. Rostand: *Les Romanesques,* Ginn and Co.
3. Moliere: *Le Bourgeois gentilhomme,* Ginn & Co.
4. Pagnol: *Topaze,* D. C. Heath
5. Pailleron: *Le monde oul'on s'ennuie,* D. C .Heath
6. Labichect Martin: *Le Voyage de M. Perrichon,* adapted by F. Baron, D. C. Heath & Co.

Variations or Supplementary Ideas

The following suggestions can be used to vary the daily schedule in lieu of phase 2 or 4.

1. Recordings or tape. Listen to a portion of a record. Stop record and discuss the content. Continue listening if time allows. Play same part again if students do not comprehend all they heard or if they wish to hear a certain part. If comprehension is good, continue listening for time allotted. Following day begin with a synopsis as far as students have listened and then continue with record. Suggested Recordings:
    1. *La Fontaine: Fables choisis*
    2. *Les contes de Perrault*
    3. *Pinocchio*
    4. *Histoire de Babar*
    5. *Heidi* by Johann Supri
    6. Daudet: *Le petit chose*
    7. Daudet: *La chèvre de M. Séguin*
    8. Flaubert: *Le Coeur simple*
    9. *Le Procès de Jeanne d'Arc*
2. Magazines. Students can read an article in a magazine for homework assignment and tell about the article in résumé or detail without any written notes, should be spontaneously delivered and treated like conversation. Other students may ask questions and discuss article from student's report. Suggested magazines:
    1. *Paris Match,* Larraine Music Co., 3986 45th St., Long Island City
    2. *Elle,* Larraine Music Co.
    3. *Réalité pour la jeunesse,* Larraine Music Co.
    4. *Jours de France,* Larraine Music Co.
3. Songs. Songs are taught by the teacher. The teacher sings entire song, then teaches words one line at a time. After students can repeat these, teacher teaches the melody. Only a few minutes are spent each day on this, but at the end of a year each student has at least ten or twelve songs added to his repertoire. Suggested songs:
    1. *Il était une bergère*
    2. *A la claire fontaine*
    3. *Plantons la vigne*
    4. *Dites-moi*
    5. *Oui, oui, oui*
    6. *L'Assassin du dimanche*
    7. *Ma Normandie*

8. *C'est si bon*
9. *Padam-Padam*
10. *Les feuilles mortes*

Use of Anecdotes

Anecdotes are presented orally by the teacher to determine comprehension. Written forms of anecdotes are never distributed to students until all have heard and understood them. Their importance is merely to encourage and stimulate listening and understanding. There is an element of humor and most students will try enthusiastically to get the point the first time they are told. If some student does not comprehend, the teacher might tell the anecdote again, substituting simpler words for an expression which seems difficult. Sometimes students are asked to tell an anecdote to the class, one that they have found, heard, or made up. A collection of these can easily be compiled by the teacher from various textbooks and readers. This collection can be arranged in order of class ability for easy handling and should be compiled for quick accessibility since only a small part of the class period is used in this phase. In fact, the anecdote is used as a transition break, or introductory feature of class work.

Example: Teacher reads following anecdote at speed used by cultured native speaker.

> Un enfant entre dans un cimetière avec son père. Le garçon regarde les arbres, les fleurs et les tombes. Il regarde aussi avec curiosité inscriptions sur les tombes.
>
> —Qu'est-ce qu'il y a? dit le père.
>
> —Papa, dit le garçon, regardez les inscriptions. Où sont enterrés les méchants?

If students do not display signs of comprehension, teacher explains:

Comprenez-vous le mot, un cimetière? Un cimetière est un lieu où l'on enterre les morts. Comprenez-vous le mot—les tombes? Les tombes sont les plaques, peut-être de marbre ou de pierre, qu'on met sur l'endroit où le mort est enterré. Sûr les tombes on écrit le nom de personne et la date de naissance jusqu'à sa mort comme 1890-1950.

Teacher reads anecdote again. Students who comprehend can retell it in simpler French. These anecdotes can be presented in the same way in Spanish or German.

French III

ANECDOTES

Un enfant entre dans un cimetière avec son père. Le garçon regarde les arbres, les fleurs et les tombes. Il regarde aussi avec curiosité les inscriptions sur les tombe.

— Qu'est-ce qu'il y a? dit le père.
— Papa, dit le garçon, regardez les inscriptions. Où sont enterrés les méchants?

Une leçon de politesse

Un èléve, timide et confus, entre dans la salle de classe.
— Quel est votre nom? dit le professeur.
— Georges Dupont.
— Ah! mais il faut être plus poli. Quand vous parlez à votre professeur, il faut dire: Monsieur. Maintenant, quel est votre nom?
— Monsieur Georges Dupont.

Une leçon d'histoire

Un petit garçon demande à son père comment les guerres commencent.
— Eh bien, explique le père, supposons que la Russie se querelle avec la France.
— Mais, dit la mère, la Russie ne se querelle pas avec la France . . .

Une conversation dans un train

Un monsieur et une dame sont dans un train. Ils causent des enfants.
— Avez-vous des enfants, madame?
— Oui, monsieur, j'ai un fils.
— Est-il gentil?
— Très gentil.
— Fume-t-il, madame?
— Oh! non, monsieur.
— Va-t-il au café
— Non, monsieur, il reste toujours avec moi.
— Votre fils, madame, est un juene homme remarquable. Quel âge a-t-il?
— Six mois, monsieur.

Petit frère et poupée?

— Eh bien! Madeleine, aimes-tu ta poupée?
— Oh! oui, monsieur, c'est plus amusant qu'un petit frère.
— Oui? Pourquoi?
— Parce que c'est une petite fille.

LESSON PLANS

German I

First Semester

Text: DEUTSCH ERSTES BUCH
Purpose: To teach the definite article.
Time: Two periods (fifty minutes each)
Reference materials: Text, wall chart showing the nouns and articles or pictures.
Illustrating the nouns, or diagrams on blackboard with nouns and genders indicated.
Explanation:

Our first lesson in German deals with the definite article. All German nouns are either masculine, feminine, or neuter. In learning a noun, the name of something, you must also learn the definite article, or the *the* that belongs to the noun. Whether a noun is masculine, feminine, or neuter in German does not depend upon sex as so often in English. If a noun is masculine *der* precedes it—we call the noun a *der* word; if a noun is feminine *die* precedes it; and if the noun is neuter *das* is the forerunner.

Examples: dah Ohr der Mund die Nase

So from the very beginning we must learn the article with the noun.

When we look up a noun in the vocabulary we must carefully note whether it is followed by M (for masculine), or F (for feminine). Then we shall immediately remember that if the marking is M our article or *the* is *der,* if the marking is F our article or *the* word is *die,* and if the marking is N our article or *the* word is *das.*

Main Body:

Today we shall start with a few common nouns which I shall list on the board.

Der Tisch	—	table
Der Stuhl	—	stool
Die Tür	—	door
Die Feder	—	pen
Die Kreide	—	chalk
Das Buch	—	book
Das Papier	—	paper

I shall now walk about the room pointing to the article and giving its name. You will repeat after me three times in unison. Try to pronounce the word as correctly as possible. Ready, go!

After completing the list three times, use flash cards or pictures. Ask the question "Was ist das?" for each object and let each student answer all seven by saying:

Das ist der Tisch.
Das ist der Stuhl.
Das ist die Tür.
Das ist die Feder.
Das ist die Kreide.
Das ist das Buch.
Das ist das Papier.

(We are now beginning to develop a listening ear and to learn through repetition.)

Now ask the question and have the student answer. Example:

Ist das der Tisch?	answer	Das ist der Tisch.
Ist das der Stuhl?	answer	Das is der Stuhl.
Ist das die Tür?	answer	Das is die Tür.
Ist das die Feder?	answer	Das is die Feder.
Ist das die Kreide?	answer	Das ist die Kreide.
Ist das das Buch?	answer	Das ist das Buch.
Ist das das Papier?	answer	Das is das Papier.

For a quick review we shall proceed around the room. Pupil No. 1 will point to one of the seven objects learned, asking "Was ist das?" Pupil No. 2 will reply with the correct answer, then turn to his neighbor asking "Was ist das"? for a different object, etc.

The last three minutes of the class period may well be utilized in a rapid test. Show pictures of the seven words drilled to determine how many have retained all or any of them. (The list on the blackboard has been erased.)

This concludes the first day. This material could be extended over two periods if it has not been mastered.

Second class period

Review for three minutes the nouns and articles learned the day before. Show pictures or designate objects, calling for individual responses and/or responses in unison. (Any papers from a recent assignment may be returned at this time.)

Main Body: New list of words to be learned:

Leseübung

der Boden
der Schrank
der Vorhang
der Schlüssel
der Bleistift

die Decke
die Wand
die Lampe
die Tinte

das Zimmer
das Fenster
das Bild
das Heft
das Lineal

(Note: The words are arranged in groups by gender. Such an arrangement is best.)

The instructor reads the new words, the students repeat three times in unison. Then a student goes to a designated area, points to the object, and repeats after the instructor the words until all students have again repeated all words.

Now write in large letters on the blackboard — JA und NEIN — explaining meaning of all three. Having probably previously heard or seen all three words, the students will quickly assimilate the three words.

Evaluation exercise: last ten minutes. This consists of ten questions. The teacher points to an object while asking a question which the students answer with "Ja or Nein, dast ist etc." Examples:

1. Ist das die Kreide? answer Nein. Das ist die Tinte.
2. Ist das der Bleistift? answer Ja. Das ist der Bleistift.
3. Ist das der Stuhl? answer Nein. Das ist das Heft.
4. Ist das die Lampe? answer Nein. Das ist der Schrank.
5. Ist das das Bild? answer Ja. Das ist das Bild.
6. Ist das der Vorhang? answer Ja. Das ist der Vorhang.
7. Ist das der Tisch? answer Nein. Das ist die Tür.
8. Ist das die Wand? answer Ja. Das ist die Wand.
9. Ist das der Boden? answer Ja. Das ist der Boden.
10. Ist das das Lineal? answer Nein. Dast ist die Feder.

Answers are written. Papers are not graded for spelling—in this test sound will be sufficient. A good test tests only for one thing. (You are now in a position to evaluate whether the students are developing an open ear and remembering through oral repetition.)

UNIT PLAN FOR "DER BRIEFTRÄGER"

Chapter I

Text: Mueller, *DEUTSCH*

I. Objectives

A. General objectives: To give students experiences in the five phases of language study, namely, 1) comprehension, 2) speaking, 3) reading, 4) writing, and 5) cultural background.

B. Specific objectives:
    1. To teach listening for sound patterns.
    2. To introduce students to the study of the German language.
    3. To teach the concept of the German article using *der-, die-, das-* words.
    4. To teach the personal pronouns.
    5. To introduce two verbs, *sein* and *haben*.

II. Activities
    A. Pronunciation and intonation
        1. Listening to native speaker
        2. Using the musical staff positions, p 32
        3. Using the drills and vocabulary

    B. Learning the uses of pronouns and verbs
        1. Practice on the blackboard
        2. Oral and written exercises

    C. Writing practice
        1. Translation of Lesestück
        2. Completion of Exercise 2, relative to gender.

    D. Vocabulary learning
        1. Making lists of *der, die, das* words
        2. Making lists of verbs
        3. Self-testing with vocabulary sheet

    E. Aural practice
        1. Listening with earphones
        2. Repeating after native speaker

    F. Speaking practice and comprehension
        1. Using expressions, p. 34
        2. Answering orally teacher's questions on the reading lesson

    G. Reading practice
        1. The reading lesson
        2. Useful expressions

    H. Discussion of German customs and culture
        1. Students bring examples, clippings, etc. to class
        2. Locating Germany and Munich on map

III. Materials
    A. Tape recorder and tapes for classroom
    B. Test book, newspapers, magazines, calendars, etc.
    C. Costumes and other articles from Germany for cultural interest
    D. Laboratory, tapes, earphones, etc.
    E. Film introducing German culture or landscape, etc.

IV. Culminating activities
    A. Viewing film
    B. Group discussions on German culture
    C. Group conversation

V. Evaluations
    A. Daily assignments and reading

B. Participation in group conversation
C. Test over the unit

LESSON PLAN OUTLINE

First class period
Teacher's objectives:

1. Introducing the subject matter
2. Using objects for learning some German words
3. Teaching useful expressions
4. New words on p 33, and *der- die- das-* words

Students' objectives:

1. Handling the objects and giving their names
2. Practice the expressions and greetings

Materials:

1. A package, tied and stamped
2. A postmarked letter
3. A postcard
4. A map of Germany

Roll call

Lesson presentation:

1. Hand objects to students individually for repeating the name of article, package, etc.
2. Exchange of greetings by pupils
3. Answer questions raised by class
4. Let class listen to first conversation on tape

Assignment:

1. Study questions and expressions on p. 34 and write them in German three times with English equivalent
2. Be prepared to give information on Munich

First class period of Unit

Introduction: In learning any foreign language there are five phases to be considered, namely:

1. Comprehension
2. Speaking
3. Reading
4. Writing
5. Culture (German)

You can acquire a good vocabulary, learn the grammar and be able to speak it well and even write it. But unless you can understand a native German with his idiomatic speech and appreciate his culture, your foreign language training is not well-rounded.

One of the broader objectives of learning any foreign language is to promote better human relationships with other people of the world. Our country has awakened to the fact that there are many ways we could help our relationships. What are some of the things the United States does to promote international goodwill and better relationships? (Peace Corps, etc. . . .)

German grammar is as complicated as English. We have the rules to go by. But as in most languages, there are exceptions to the rule. Let me illustrate by a child's logical and worthy generalizations:

Child: "I rided the streetcar."
Mother: "Say, I rode the streetcar."
Child: "I gode to the movies."
Mother: "No, say I went to the movies."
Child: "I wented to the store."

There seem to be many exceptions to the rules. The moral of it all is "Remember the exceptions and forget the rules."

However, rules will help us and guide us. But for the present time we will first talk about a few objects I've brought to class. (package ready to be mailed, a letter, a post card.)

This is a package. "Dies ist ein Paket."
This is a letter. "Dies ist ein Brief."

(Continuation of this method until all objects have been labeled and students learn names and hand them to each other using the phrases also.)

(Let students listen to the conversation on tape recorder three times.) Plan to spend 10 to 15 minutes on conversational drill each day. Have students listen to a native speaker or German music or songs each day for a few weeks.

Ask students to turn to page 33 and explain the musical pattern. Drill with them for a few minutes: "Mutter, Vater, Kind, Frau Weber, der Briefträger. The words you are learning are mother, father, child, postman, Mrs. Weber, etc. Here is a good place to distinguish between German articles and English articles. (Explain the genders and matching articles and corresponding indefinite articles.)

Let us look at the English questions on page 34. Notice the German words for this and that. Let's ask the questions in German:

Who is this?	Wer ist dies?
Who is that?	Wer ist das?

Explain the difference between "wo" and "woher". Assign the questions and expressions to be written three times with the English equivalent. Locate Munich on the map and ask students to look it up in an Encyclopedea. Be prepared to give some information tomorrow.

Dismiss the class with an exchange of greeting:

"Bis morgen" or "Auf Wiedersehen."

Second class period
Teacher's objectives:

1. To teach the personal pronouns
2. To review names and articles and greetings

Students' objectives:

1. Take objects and pass to other students with expressions: "Dies ist ein Brief." etc.
2. Listen to native speaker
3. Practice intonation with musical staff pattern

Materials:

1. A package, a letter, a postcard
2. Tape recorder and tape
3. Chalkboard

Roll Call: Use German names where possible
Review: Exchange greetings and review definite articles

Lesson presentation:

1. Relate intonation pattern to native speaker's pattern
2. Put personal pronoun on board to learn
3. Teach formal pronoun, plural and singular

Discussion: What difference is there between the German article and the English? Between "dies" and "das"?

Drill: Point to teacher or students and ask for the corresponding pronouns.

Assignment: Pick out all pronouns and give the English equivalent from the reading lesson

Oral: Practice pronouns on p 36
Third class period
Teacher's obectijves:

1. Introduce verbs "sein" and "haben"

*2. Start vocabulary Treasure Chest

Students' objectives:

1. Learn the conjugation of "sein" and "haben".
2. Choose and list twenty new words, five on a card, with definitions. Make list in notebook, and drop cards in Treasure Chest.

* See Appendix A

Materials:

1. German newspapers and magazines
2. Textbooks
3. Chalkboard
4. Tape recorder and tapes

Roll Call: Have students answer with a greeting

Review: Review objects, pronouns, greetings, articles, (def. and indef.), *dies* and *das,* and listen to tape of the first conversation.

Lesson presentation:

1. Teach "sein" and "haben "conjugations of verbs with pronouns

Drill: Send students to the blackboard to write pronouns

Assignment: Arrange nouns in the vocabulary into three groups: masculine, feminine, and neuter. Read *Lesestück*

Fourth class period
Teacher's Objectives:

1. To let students hear German music
2. To play tape of lesson 1
3. Give dictation and listen to individual students

Students' objectives:

1. Listen to music
2. Listen to speaker
3. Repeat expressions
4. Take dictation

Materials:

1. Laboratory facilities: tapes, earphones, records for music appreciation

Roll Call:

Review: Review dictation of *Fragen* and greetings

Lesson presentation:

Use of dialog or native speaker on tape

Discussion:

Discuss music and dialogue for meaning

Drill:

1. Collect cards for Treasure Chest
2. Read *Lesestück* carefully and translate with help of vocabulary and dictionary at back of book

Evaluation:

Evaluate the progress made in reading and pronunciation

Fifth class period
Teacher's objectives:

1. To help students in reading and translation and the use of the vocabulary

Students' objectives:

1. Reading lesson
2. Translation

Materials:

Playing Treasure Chest Game; two sides; scores; two students; choose cards; sides answer with definition of word on card, or give German word

Review: *Fragen* together with *Lesestück*.

Lesson Presentation:

Show film on Germany, scenery, or family life, farming, etc. . . .

Assignment: No assignment except: Practice your German greetings at home or at church.

Evaluation:

Evaluate vocabulary accession by the Treasure Chest Cards

Sixth class period

Teacher's objectives:

1. To give comprehension and writing practice
2. To help students review for tests

Students' objectives:

1. To write out exercise I of drills
2. To give orally exercise III

Lesson Presentation:

1. Study exercise III with class

Drill:

1. Each student reads one sentence in English. Then gives it in German.
2. Teacher may interpose questions requiring answers similar but using a pronoun in place of a noun. Illustration: The postman is here. *He* is here. Have students say: "He is here" in German, etc. . . .

Assignment: Write out Exercise II and conjugate verbs *sein* and *haben* with pronouns

Seventh class period

Teacher's objectives:

1. To review materials covered for test

Students' objectives:

1. To recall names of objects and people
2. To drill on articles, vocabulary, and meanings, the list of *Fragen* and "expressions", and the conjugation of verbs

Time budget: Time for quiet study and individual questions

Roll Call:

Review: Review chapter for test

Discussion:

Discussion of concepts of German culture absorbed so far

Assignment: Study for test

Eighth class period

Teacher's objectives:

1. To administer the test on first chapter in text

Students' objectives:

1. Take the test

2. Look at German magazines and pictures during remainder of class period

Roll Call:
Time budget: ten minutes for review

Assignments: No assignment except to speak German to others at home or at school

Evaluation: Test scores and daily work progress and attitudes or behavior change

SAMPLES OF TESTS

Müllers Erstes Buch

Chapter 1

Completion Test

________ Briefträger
________ Kind
________ Mutter
________ Post
________ Karte

________ Brief
________ Paket
________ Vater
________ Herr
________ Frau

As the teacher orally gives the noun, the student writes the correct article with the noun. (All the above words are in the first Chapter and have been learned through usage and association.)

Selection Test

Read orally by teacher.

1. Die Mutter heißt
   a. Frau Schmidt b. Frau Brown c. Frau Weber
2. Der Briefträger hat
   a. einen Brief und zwei Karten. b. Zwei Briefe und eine Karte c. einen Brief und eine Karte
3. Der Brief ist von
   a. Mutter b. Großmutter c. Vater
4. Die Karte ist aus
   a. Deutschland b. England c. Amerika
5. Das Paket ist für
   a. Herr Schmidt b. Frau Weber c. Fräulein Schmidt
6. Der Briefträger sagte
   a. Auf Wiederschauen b. Auf Wiederkommen c. Auf Wiedersehen

Select the phrase which best completes the sentence: (19th Lesson)

1. Der Reisende wollte nach Flensburg, Magdeburg, Lüneberg gehen.
2. Ed muß mit Rad, Wagen, Flugzeug, Zug fahren.
3. Von Wiesbaden nach Köln war a. ein großer Umweg. b. ein hoher Unfall. c. ein kleiner Umsteiger.
4. Der Nachtzug nach Hamburg hat Schlafwagen, Wohnwagen, Esswagen.
5. Der Fahrer wollte oberes Bett, unteres Bett haben.
6. Der Reisende läßt sein Gepäck im Zeitungsstand, in der Aufbewahrung, im Wartesaal.

7. In dieser Geschichte sind 2 Personen, 3 Personen, 4 Personen.
8. Alle G-D Züge haben Speisewagen.
   Alle L-D Züge haben Speisewagen.
   Alle F-D Züge haben Speisewagen.
9. Der Mann hat 1 Stunde bis sein Zug fährt.
   Der Mann hat 2 Stunden bis sein Zug fährt.
   Der Mann hat 30 Minuten bis sein Zug fährt.
10. Das Reservieren kostet achtundneunzig Mark, siebenundneunzig Mark fünfzig, neunundsiebzig Mark.

Select the words that best complete the thought: (Chapter II)

1. Könnte ich wohl Fräulein Schmidt sprechen.
   Frl. Braun sprechen.
   Frl. Schröder sprechen.
2. Guten Morgen, Ursel. Hier ist Otto.
   Hier ist Paul.
   Hier ist Günther.
3. Was? Ein schöner Tag!
   Ein herrlicher Tag!
   Ein wunderbarer Tag!
4. Es friert jetzt und der Mond scheint.
   Es friert jetzt und die Sonne scheint.
   Es friert jetzt und das Licht scheint.
5. Der Wetterbericht stimmt.
   Der Wetterbericht ist sehr gut.
   Der Wetterbericht stimmt nie.
6. Heute ist Sonntag.
   Heute ist Montag.
   Heute ist Samstag.
7. Wie wärs mit einer Fahrt durch den Stadtwald?
   Wie wärs mit einer Fahrt durch die Stadt?
   Wie wärs mit einer Fahrt auf dem Lande?
8. Mein Bruder hätte gern einen Bleistift.
   Mein Bruder hätte gern einen Füllfederhalter.
   Mein Bruder hätte gern neue Medizin.
9. Du wirst schon etwas Gutes finden.
   Du wirst schon etwas Nettes finden.
   Du wirst schon etwas Passendes finden.
10. Also dann bis drei! Und komm nicht zu spät.
    Also dann bis drei! Und komm nicht zu früh.
    Also dann bis drei! Und komm nicht zu bald.

Comprehensive—Chapter II

Günther ist im Im- und Exportgeschäft. Frl. Schroeder ruft. Sie will mit ihm auf das Land gehen. Sie sagte, es sei ein herrlicher Tag und sie will nicht arbeiten! Günther sagte, daß das Wetter sehr schlecht sei und daß es regne. Frl. Schroeder sagte, daß das schade sei! Günther sagte, daß der Wettermann so gesagt hätte und er immer stimme. Frl. Schroeder fragte, welcher Tag es sei? und Günther antwortete, es sei Donnerstag. Dann sagte Günther auch, daß er 6 Briefe schreiben müsse. Fragen. Beantworten Sie!

1. Wo is Günther?
2. Wer ruft?
3. Wo will Frl. Schroeder gehen?
4. Was für ein Tag ist es?
5. Was sagte Günther über das Wetter?
6. Wis antwortete Frl. Schoeder?
7. Was sagte Günther über den Wettermann?
8. Welcher Tag war es?
9. Wieviele Briefe muß Günther schreiben?

Test 2 — after 2nd Lesson

Deutsch — Müllers Erstes Buch

(This same type test can be geared to any book or materials by substituting vocabulary.)

GIVE IN GERMAN:

1. Officer, where is the cathedral?
2. The cathedral is not far from here.
3. Straight ahead, then left.
4. You are strangers, aren't you?
5. We come from America.

GIVE THE FOLLOWING QUESTIONS IN GERMAN

6. Who comes from America?
7. What house is that over there?
8. Where is the Traveler's Information Office?

GIVE IN GERMAN

9. Learn by heart!
10. One moment please!
11. Pardon me!

CHANGE THE FOLLOWING STATEMENTS INTO QUESTIONS BY CHANGING THE WORD ORDER:

12. Frau Weber ist zu Hause.
13. Er versteht mich.
14. Das Paket kommt von Vater.
15. Wir haben Post.

INSERT THE CORRECT PRONOUN:

16. Er versteht die Ausländer. Er versteht ____________ (them)
17. Wir suchen Frl. Schmidt. Wir suchen ____________ (her)
18. Wir bekommen eine Hotelliste. Wir bekommen ____________ (it)
19. Wir fragen Vater. Wir fragen ____________ (him)
20. Vater sagt: Peter und Ursel! Mutter sucht ____________ (you)

GIVE IN GERMAN:

21. Where can I get a list of hotels?
22. Where can I get a package?
23. You are from America, aren't you?
24. Officer, where is the railroad station?
25. Officer, where is the hotel?

German III or IV

READING COMPREHENSION (20 Minutes)

(This type of test may be read or given orally to more advanced students. Comprehension is one of the most difficult areas of a Foreign Language to cover.)

Directions: Each of the sentences contains a blank space ( ) indicating that a word or phrase has been omitted. From the four choices select the one which, when inserted in the ( ), best fits in with the meaning of the sentence as a whole.

1. Ich habe dich sofort erkannt. In all den Jahren hast du dich kaum ( ).
   a. verbessert
   b. gezeigt
   c. verwandelt
   d. verändert
2. Was wir träumen, ist die Blüte! Was wir leben sei ( ).
   a. die Frucht
   b. das Blatt
   c. der Tag
   d. der Schlaf
3. Der Schwindler wollte das Geld in seine ( ) Tasche stecken.
   a. einzige
   b. eigentliche
   c. eigene
   d. einzelne
4. Jeden Tag geht sie in die Kirche, faltet die Hände und ( ) für die Seelen ihrer Kinder.
   a. bettelt
   b. bietet
   c. bittet
   d. betet
5. Das Eis auf dem See war ( ) wie Glas.
   a. durchsichtig
   b. biegsam
   c. hohl
   d. gefroren
6. Was man von einer Reise an tieferen Eindrücken nach Hause bringt, hängt nicht so sehr vom Geld ab wie von ( ).
   a. dem schönen Wetter
   b. der Dauer der Reise
   c. der eigenen Teilnahme
   d. den guten Hotels
7. Man sollte nicht ( ), daβ ein Lehrer alles weiβ.
   a. böse sein
   b. verlangen
   c. ersetzen
   d. warten

8. Welch (   ) ist es, ob man sich oder die anderen beurteilt.
    a. eine Freude
    b. eine Schande
    c. eine Ähnlichkeit
    d. ein Unterschied

9. Die Liebe Gottes zu den Menschen ist (   ) des Christentums.
    a. eine Frage
    b. eine Grundlage
    c. eine Bitte
    d. die Bedingung

10. Ich muß den Roman gleich zu Ende lesen, weil er so (   ) ist.
    a. langweilig
    b. teuer
    c. lang
    d. spannend

GERMAN TREASURE CHEST GAME

The purpose: To test a student's concept achievement of the vocabulary he has learned.

Procedure: Divide class into two, three, or four groups. Use a different color card for each group.

Each week have students put twenty words of their own choosing on cards, five on each card, writing the definition behind each word, and slip into their respective treasure chest of words.

Game: Each group chooses a leader for the game. The leader calls on his group member as he draws his card from the chest, and his member must give the German word for the definition given. Leaders may give two other definitions in English to assist. (optional)

Groups take turns to choose a card. Scores are kept. Have class decide if same student may participate twice before each has had a turn. Total final scores and have some group treat others, if class desires.

Evaluation: Teacher evaluates group work, or individual efforts and attitudes.

EXAMPLES OF PATTERN DRILLS

The primary purpose of pattern drills is to learn by repetition. The drill should be so constructed that the student will learn the use of the pattern without a grammatical explanation. These drills will be used in the classroom as presentation drills and also in the laboratory for additional practice.

I. *REPETITION DRILLS* — for new vocabulary, idioms, regular, irregular verbs, etc.

Example: Vocabulary

Teacher	Student
Ich habe eine Mutter.	Ich habe eine Mutter.

Ich habe eine Mutter und einen Vater.	Ich habe eine Mutter und einen Vater.
Ich habe eine Mutter, einen Vater und eine Schwester.	Ich habe eine Mutter, einen Vater und eine Schwester.
Er arbeitet vor dem Haus.	Er arbeitet vor dem Haus.
Er arbeitet hinter dem Haus.	Er arbeitet hinter dem Haus.
Er arbeitet in dem Haus.	Er arbeitet in dem Haus.

Example: Pronoun

Teacher	Student
Das Buch gefällt mir.	Das Buch gefällt mir.
Das Buch gefällt dir.	Das Buch gefällt dir.
Das Buch gefällt ihr.	Das Buch gefällt ihr.
Das Buch gefällt ihm.	Das Buch gefällt ihm.
Das Buch gefällt uns.	Das Buch gefällt uns.
Das Buch gefällt euch.	Das Buch gefällt euch.
Das Buch gefällt ihnen.	Das Buch gefällt ihnen.

Example: Verb

Teacher	Student
Ich komme nach Hause.	Ich komme nach Hause.
Du kommst nach Hause.	Du kommst nach Hause.
Er kommt nach Hause.	Er kommt nach Hause.
Wir kommen nach Hause.	Wir kommen nach Hause.
Ihr kommt nach Hause.	Ihr kommt nach Hause.
Sie kommen nach Hause.	Sie kommen nach Hause.

II. *TRANSFORMATION DRILLS* — These involve the change from one form of a structural item to another form, such as from singular to plural, from affirmative to negative, declarative to interrogative, person to person, or tense to tense for verbs. Here only partial drills are given, which may be extended to cover the points as required. *Repetition* of the changed sentence should of course be given by the taped voice.

Example: Changing to the negative.

Teacher	Student
Ich habe ein Paket.	Ich habe kein Paket.
Du bist Peter.	Du bist nicht Peter.
Frau Weber ist zu Hause.	Frau Weber ist nicht zu Hause.
Wir fragen Vater und Mutter.	Wir fargen Vater und Mutter nicht.
Sie sind zu Hause.	Sie sind nicht zu Hause.
Das Paket kommt von Vater.	Das Paket kommt nicht von Vater.
Sie sind fremd hier.	Sie sind nicht fremd hier.
Er versteht mich.	Er versteht mich nicht.
Sie sind aus Amerika.	Sie sind nicht aus Amerika.
Der Brief ist von Fräulein Schmidt.	Der Brief ist nicht von Fräulein Schmidt.

Example 2: Changing to the Interrogative.

Teacher	Student
Wir haben Post.	Haben wir Post?
Frau Weber ist in München.	Ist Frau Weber in München?
Er ist aus Amerika.	Ist er aus Amerika?
Du hast eine Karte.	Hast du eine Karte?
Sie sind fremd hier.	Sind Sie fremd hier?
Das ist das Rathaus.	Ist das das Rathaus?
Ich kann helfen.	Kann ich helfen?
Die Dame kommt aus Amerika.	Kommt die Dame aus Amerika?
Sie suchen ein Hotel	Suchen Sie ein Hotel?
Der Dom ist weit von hier.	Ist der Dom weit von hier?

Example 3: Changing to the Declarative.

Teacher	Student
Ist das der Bahnhof?	Das ist der Bahnhof.
Versteht er mich?	Er versteht mich.
Ist hier der Bahnhof?	Hier ist der Bahnhof.
Sind Sie Briefträger?	Sie sind Briefträger.
Kommt das Paket aus Amerika?	Das Paket kommt aus Amerika.
Bist du immer zu Hause?	Du bist immer zu Hause.
Sprechen Sie Deutsch?	Sie sprechen Deutsch.
Antwortet die Dame auf deutsch?	Die Dame antwortet auf deutsch.
Sind wir hier am Bahnhof?	Wir sind hier am Bahnhof.
Hat der Briefträger Post für mich?	Der Briefträger hat Post für mich.

Example 4: From singular to plural.

Teacher	Student
Ich kann dort gehen.	Wir können dort gehen.
Du kannst dort gehen.	Ihr könnt dort gehen.
Er kann dort gehen.	Sie können dort gehen.
Ich mag Brot kaufen.	Wir mögen Brot kaufen.
Du magst Brot kaufen.	Ihr mögt Brot kaufen.
Er mag Brot kaufen.	Sie mögen Brot kaufen.

Example 5: Changing from Accusative to Dative.

Teacher	Student
Er geht hinter das Haus.	Er steht hinter dem Haus.
Er geht an das Fenster.	Er steht an dem Fenster.
Er geht unter den Baum.	Er steht unter dem Baum.
Er geht auf die Wiese.	Er steht auf der Wiese.
Er geht an die Mauer.	Er steht an der Mauer.
Er geht zwischen die Pferde.	Er steht zwischen den Pferden.
Er geht vor den Wagen.	Er steht vor dem Wagen.
Er geht in die Scheune.	Er steht in der Scheune.
Er geht auf den Hof.	Er steht auf dem Hof.
Er geht in den Keller.	Er steht in dem Keller.

Example 6: Changing to the future.

Teacher	Student
Wir gehen rechtzeitig.	Wir werden rechtzeitig gehen.
Wir fahren nach Frankfurt.	Wir werden nach Frankfurt fahren.
Das interessiert Sie gewi*ß*.	Das wird Sie gewi*ß* interessieren.
Wir holen das Gepäck.	Wir werden das Gepäck holen.
Der Gepäckträger hilft uns.	Der Gepäckträger wird uns helfen.
Er bringt jetzt das Gepäck.	Er wird jetzt das Gepäck bringen.
Wir geben ihm Geld.	Wir werden ihm Geld geben.
Wir steigen in den F.D. Zug ein.	Wir werden in den F.D. Zug einsteigen.
Der Zug fährt genau um 8:15 ab.	Der Zug wird genau um 8:15 abfahren.
Der Beamte sagt uns Bescheid.	Der Beamte wird uns Bescheid sagen.

Example 7: Question-Answer transformation drills. Three types of drills for patterned response are suggested to reinforce structures or vocabulary. The patterns outlined represent gradations in structural difficulty.

Type A: Questions requiring yes or no answer.

Teacher	Student
Der Junge liest Indianergeschichten gern, nicht wahr?	Ja, der Junge liest Indianergeschichten gern.
Liest der Junge Indianergeschichten gern?	Nein, der Junge liest Indianergeschichten nicht gern.
Lesen Sie gern Indianergeschichten, mein kleiner Mann?	Ja, ich lese Indianergeschichten gern.

Type B: The Choice Question.

Teacher	Student
Liest der Junge Indianergeschichten oder Romane?	Der Junge liest Romane.
Gehen wir in die Stadt oder auf das Land.	Wir gehen auf das Land.

Type C: The cued response drill (cue may be given before or after the question)

Teacher	Student
(Romane) Was liest der Junge gern?	Der Junge liest gern Romane.
(Zeitungen) Was liest der Junge gern?	Der Junge liest gern Zeitungen?
(auf das Land) Wohin gehen wir?	Wir gehen auf das Land.

III. *SUBSTITUTION DRILLS.* These drills sometimes called replacement drills may be used to reinforce patterns learned through repetition and transformation drills.

Example 1: (a) Person - Number Substitution.

Teacher	Student
Wir gehen in die Stadt.	Wir gehen in die Stadt.
Ich	Ich gehe in die Stadt.
Du	Du gehst in die Stadt.
Sie	Sie gehen in die Stadt.
Ihr	Ihr geht in die Stadt.
Sie	Sie gehen in die Stadt.

Example 1: (b) Person - Number Substitution (3rd person singular and plural)

Teacher	Student
Er besucht eine Schule.	Er besucht eine Schule.
Karl	Karl besucht eine Schule.
Sie	Sie besucht eine Schule.
Hilda	Hilda besucht eine Schule.
Fritz und Maria	Fritz und Maria besuchen eine Schule.
Karl und Hilda	Karl und Hilda besuchen eine Schule.
Sie	Sie besuchen eine Schule.

Example 2: Number Substitution (singular to plural and vice versa)

Teacher	Student
Siehst du die Rose?	Seht ihr die Rose?
Ich kenne ihn nicht.	Wir kennen ihn nicht.
Wir gehen heute schwimmen.	Ich gehe heute schwimmen.
Lernt ihr Deutsch?	Lernst du Deutsch?
Hans und ich spielen Ball.	Ich spiele Ball.

Example 3: Personal Pronoun Objects.

Teacher	Student
Ich höre einen Mann.	Ich höre ihn.
Ich höre ein Kind.	Ich höre es.
Ich höre die Frau.	Ich höre sie.
Ich höre die Studenten.	Ich höre sie.

Example 4: Item Substitution

Teacher	Student
Gehst du gern schwimmen?	Gehst du gern schwimmen?
zum Bahnhof?	Gehst du gern zum Bahnhof?
zum Zirkus?	Gehst du gern zum Zirkus?
zum Ballett?	Gehst du gern zum Ballett?
nach Hause?	Gehst du gern nach Hause?

Example 5: Substitution of a series of patterns.

Teacher	Student
(essen) Ich esse nicht. Essen Sie?	Ich esse nicht. Essen Sie?
(rauchen)	Ich rauche nicht. Rauchen sie?
(Wein trinken)	Ich trinke Wein nicht. Trinken sie Wein?
(laut singen)	Ich singe nicht laut. Singen Sie laut?

IV. *PROGRESSIVE DRILLS* These drills involve the change of a different element of structure at every stage. What directions would you give for this type of drill?

Teacher	Student
Wir gehen heute nach Hause.	Wir gehen heute nach Hause.
Ich ________________________	Ich gehe heute nach Hause.
_______________ in die Schule.	Ich gehe heute in die Schule.
Günther und Hans ___________	Günther und Hans gehen heute in die Schule.
_________________ schwimmen.	Günther und Hans gehen heute schwimmen.
Er _________________________	Er geht heute schwimmen.
__________ morgen __________	Er geht morgen schwimmen.
_________________ nach Hause.	Er geht morgen nach Hause.
________ kommt ____________	Er kommt morgen nach Hause.
Ursel und Hilde _____________	Ursel und Hilde kommen morgen nach Hause.
_____________ nach New York.	Ursel und Hilde kommen morgen nach New York.

V. *COMBINED SUBSTITUTION AND TRANSFORMATION DRILLS.* In these drills, more than one item is changed in a single pattern.

Teacher	Student
Er hat seinen Hut verloren	Er hat seinen Hut verloren.
(Regenmantel)	Er hat seinen Regenmantel verloren.
Hans und Günther	Hans und Günther haben ihre Regenmäntel verloren.
Geld	Hans und Günther haben ihr Geld verloren.
Vater und ich	Vater und ich haben unser Geld verloren.

VI. *COMPLETION DRILLS.* In the audio-lingual program, some completion drills are formed by nonverbal cues. The teacher may point to the article or object in question. Other completion drills may be used to reinforce learning in situational contexts as follows:

Example: Possessive Pronouns

Teacher	Student
Ich habe mein Geld und ihr habt eures.	Ich habe mein Geld und ihr habt eures.
Er hat sein Geld und sie hat ______________________	Er hat sein Geld und sie hat ihres.
Wir haben unser Geld und du hast ____________________	Wir haben unser Geld und du hast deines.

Example 2: Demonstrative pronouns or adjectives.

Teacher	Student
Der Lehrer kommt.	Dieser Lehrer kommt.

Ich sehe den Lehrer.	Ich sehe diesen Lehrer.
Er antwortet dem Lehrer.	Er antwortet diesem Lehrer.
Wir lesen das Buch.	Wir lesen dieses Buch.
Die Frau arbeitet.	Diese Frau arbeitet.
Sie geben der Frau das Geld.	Sie geben dieser Frau das Geld.
Die Kinder gehen in die Schule.	Diese Kinder gehen in die Schule.

VII. *VARIATION DRILLS.* This drill begins with the repetition of the basic sentence pattern. The teacher then uses English sentences which are not only similar to it but also within the same structural frame to cue the equivalent pattern in the foreign language.

Teacher	Student
Können Sie schwimmen?	Können Sie schwimmen?
Can you go to the theater?	Können Sie ins Theater gehen?
Can you go to the movies?	Können Sie ins Kino gehen?
Will you buy a car?	Wollen Sie ein Auto kaufen?
Will you buy a lamp?	Wollen Sie eine Lampe kaufen?
Do you want to study?	Wollen Sie studieren?
Do you have to go to the bank?	Müssen Sie zur Bank gehen?
Do you have to go to the post office?	Müssen Sie zur Post gehen?
Would you like to go to the circus?	Möchten Sie zum Zirkus gehen?
Would you like to go home?	Möchten Sie nach Hause gehen?

TOPICS FOR FIVE MINUTE TALKS

Concerning cultural matters, *culture* meaning the sum total of the German-speaking people's way of life

WAY OF LIFE

1. Houses and apartments (types of construction)
2. The function of the Markplatz or Anlage
3. Streets and residential areas in cities and suburbs
4. Schrebergarten
5. Historical heritage: town walls, cathedrals, ancient houses, town halls, monuments
6. Intensive use of rural land for agriculture
7. Animal husbandry
8. Forestry: The Stadtwald
9. Members of the family; their regard for each other
10. The family meals
11. Family recreational activities
12. Courtship and marriage
13. Baptisms and funerals
14. German attitude toward education and educated people
15. Education in Austria
16. Education in Germany
17. Education in Switzerland
18. The kindergarten
19. The examination system for entrance into higher schools.
20. Holidays.
21. Sports
22. Recreational activities in schools

23. Adult education
24. The universities
25. Special schools for art and technical education
26. The family as the center of social life; stress on children
27. Handicrafts
28. The social visit
29. The Kaffehaus and Gastwirtschaft (as principal meeting places for recreation and conversation)
30. Theaters, opera, concerts
31. Radio und television
32. Newspapers, magazines, books
33. The place of sports, hiking and excursions
34. The government sponsored and controlled lotteries
35. Music and the dramatic arts
36. Festivals
37. Amateur participation in the home, village, and city club
38. The vacation (mountains, seashores, camping sites)
39. Resort areas and Spas
40. The German workers attitude toward work
41. Professions in Germany
42. Trades in Germany
43. The industrial workers and artisan's hours of work
44. Unions
45. Legal protection by legislation
46. Pensions and health benefits
47. Young people's homes
48. The agricultural worker
49. *The wide ownership of small, productive farms*
50. The life of the farmer
51. Social Security (general)
52. The legal holidays
53. Legal holidays: A-Austrian, G-German, S-Swiss
    - A.G.S — New Year's Day; Good Friday; Easter Sunday; Christmas (Dec. 25) ; Whitsunday.
    - A.G. — Christmas (Dec. 26) Easter Monday; Labor Day (May 1) ; Asuncion Day; Whitmonday
    - A.S. — Assumption Day (Also in Bavaria)
    - A — Austrian Hag Day (Oct. 26)
    - G — Tag der Einheit (June 17)
    - S — National Holiday—(Aug. 1) ; Federal Day of Atonement and Prayer (Thanksgiving: 3rd Sunday in Sept.)
54. Other important Holidays, which are legal in certain states only: Epiphony; Corpus Christi; All Saint's Day; Immaculate Conception, Advent
55. Grape picking (wine harvest)
56. The fairs (industrial and local)
57. Carnivals (Fasching, Fastnacht, Karneval, Kirmes, Weinachtsmarkt)
58. The folk dances
59. Characteristics of German cooking
60. The typical meals in the German nations
61. Wines and beers
62. Specialities of local regions

63. Well-known dishes and baked goods
64. Transportation
65. Communication
66. The money system — Schilling (A), Mark (G), Franken (S)
67. The metric system
68. Religion
69. Outstanding painters and their works
70. Outstanding sculptors and their works
71. Outstanding architects and their achievements
72. Famous museums and art galleries
73. Outstanding composers and their works
74. The outstanding plays and playwrights
75. Important German writers and their works
76. Important German philosophers and their theories
77. German contributions to chemistry—metallurgy—aniline dyes
78. German contributions to biology
79. German contributions to mathematics
80. German contributions to physics (X-Ray, optics, etc.)
81. Practical inventions
82. Modern German research—rockets, space studies
83. Nobel Prize Winners—Out of 200 from 1901 to 1958, 68 went to people in German lands.
84. The principal cities of Germany
85. The climate of Germany
86. Appliances in the modern German home
87. Part of religion in modern day Germany
88. Trend of education since Hitler's downfall.
89. Changes in post-war Germany
90. The Wall and its pyschological effect on present day Germany.

These questions are submitted for conversation stimulus either at the beginning or end of the period. Suggested time at least 10 minutes and no longer than 20 minutes.

1. Welche Jahreszeit gefällt Ihnen am besten und warum?
2. Was für Pläne haben Sie für die Ferien?
3. Wie unterhalten Sie sich sonntags beim Regenwetter?
4. Was essen Sie gern zum Frühstück?
5. Welchen Sport lieben Sie besonders?
6. Wie haben Sie den Muttertag gefeiert?
7. Wie oft gehen Sie ins Kino?
8. Wann ist ihr Geburtstag?
9. In welcher Jahreszeit regnet es am meisten?
10. Was werden Sie heute nach der Schule tun?
11. Wann verlassen Sie morgens das Haus, um in die Schule zu gehen?
12. Welches deutsche Gedicht haben Sie gelesen?
13. Was hören Sie am liebsten am Radio?
14. Nennen Sie zwei Geschenke, die Sie zu Weihnachten bekommen haben?
15. Welches ist Ihr liebster Wintersport?
16. Was für Bücher lesen Sie gern?
17. Welchen Beruf haben Sie für Ihre Zukunft gewählt?
18. Welches deutsche Lied gefällt Ihnen am besten?

19. Wie ist das Wetter heute?
20. Wieviel Zeit brauchen Sie gewöhnlich, um Ihre Schulaufgaben zu machen?
21. Welches Datum haben wir heute?
22. Nennen Sie zwei Dinge, die Sie heute morgen getan haben.
23. Nennen Sie zwei Zimmer Ihres Hauses.
24. Nennen Sie zwei Dinge, die Sie gern essen.
25. Um wieviel Uhr sind Sie gestern zu Bett gegangen?
26. Was tun Sie gewöhnlich, wenn Sie Ihren besten Freund (Ihre beste Freundin) besuchen?
27. Was werden Sie im Herbst tun?
28. Nennen Sie vier Teile des Körpers.
29. An welchem Tag der Woche gehen Sie gewöhnlich ins Kino?
30. Welche Ferien haben Sie am liebsten?
31. Was sagt Ihr Lehrer, wenn er sieht, dass sie Ihre Aufgabe nicht gemacht haben?
32. Wann sehen Sie Ihr liebstes Fernsehprogramm?
33. Nennen Sie zwei Dinge, die Sie gewöhnlich am Sonntag tun?
34. Was tun Sie, um Geld zu verdienen?
35. Auf welcher Universität würden Sie gern nächstes Jahr studieren?
36. Wie alt muß man sein, um im Heer zu dienen?
37. Wann ist der amerikanische Nationalfeiertag?
38. Wo werden Sie im Sommer sein?
39. Welches Haustier haben Sie am liebsten?
40. Nennen Sie einen guten Film, den Sie neulich im Kino gesehen haben.
41. Bei wem wohnen Sie?
42. Wann ist der Weihnachtstag?
43. Nennen Sie zwei Wintermonate!
44. In welchem Staat sind Sie mit dem Auto oder der Eisenbahn gefahren?
45. Wie alt muß man sein, um allein ein Auto fahren zu dürfen?
46. Was ist ihre liebste Farbe?
47. Nennen Sie zwei Tiere, die Sie in dem Zoo gesehen haben?
48. Wie bekommen Sie Ihr Taschengeld?
49. Wieviele Spiele hat Ihre Korbballmannschaft dieses Jahr gewonnen?
50. Was für Kleider tragen Sie jetzt?
51. Was wächst in dem Garten Ihrer Eltern?
52. Welches Buch haben Sie dieses Jahr am liebsten gelesen?
53. Welches Obst essen Sie gern?
54. Zu wem gehen Sie, wenn Sie krank sind?
55. Welchen Baum haben die Deutschen sehr gern?
56. Welches Musikinstrument spielen Sie?
57. Was tun Sie gewöhnlich freitagabends, weil es am folgenden Tage keine Schule gibt?
58. Mit wem kommen Sie gewöhnlich zur Schule?
59. Wie grüßen Sie Ihren Deutschlehrer (Ihre Deutschlehrerin) morgens?
60. Bei wem lassen Sie sich das Haar schneiden?
61. Wie kommt man schneller nach Deutschland, mit dem Dampfer oder mit dem Flugzeug?
62. Um wieviel Uhr kommen Sie von einem Schultanz nach Hause?
63. Woraus macht man Wein? Wie?

64. Wie ist Ihre Adresse?
65. In welchem Monat ist Washingtons Geburtstag?
66. Wie heiβt der erste Wochentag? Der zweite? u.s.w.
67. Was trägt man an den Füβen?
68. Was brauchen Sie, um einen Aufsatz zu schreiben?
69. Was war das letzte Geschenk, daβ Sie bekamen?
70. Was macht man, wenn man Hunger hat?
71. Was kauft man in einem Lebensmittelgeschäft?

Chapter 5

EVALUATION

Objective:

To evaluate student's use of the language*

By:

1) evaluating achievement in understanding language spoken at the normal rate of speed for a native speaker.
2) evaluating achievement in speaking the language.
3) evaluating achievement in reading the language.
4) evaluating achievement in writing the language.
5) creating an atmosphere which necessitates thinking in the language.

Principles:

Use the foreign language.
Vary the difficulty of the questions, putting the easier ones first.
Introduce problems of listening as well as reading and writing; all three may be used in the same question.
To test vocabulary, use contexts, definitions, and associations, but do not ask for translations of single words.
When testing for knowledge of order form, do not pose the additional problem of vocabulary. Supply the needed words and ask the students to put them in their proper sequence and form.
Plan careful follow-up techniques for each test.

Preparing the Test

Keep the test in the foreign language.
Use material from normal modes of speech.
Present normal problems.
Make up more questions than will be needed and weed out the least desirable ones.
Test, even though it be a sampling, all that has been announced.
Have unity by putting together what goes together.
Have the test edited by a third party if possible and try it out on a group if possible.
Confine quizzes and short tests to one point only.

* Examples of tests can be found after appropriate lesson plans in Chapter IV.

Preparing the Students for the Test

Tell the student how long the test will be.
Indicate what materials should be reviewed.
Brief students on techniques to be used.
Review the material to be covered in the test.

Administering the Test

Put the students at ease at once.
Give clear directions.

Make clear how long each answer is to be.
Give the student time to complete his answer.
Give the student opportunity to show what he *can* do.

Following up a Test

Make the right answer known to the student as soon as possible. Right answers for quizzes and tests should be known to the student within the hour. The use of the opaque machine here is good. Answers could be posted at the door after they are discussed. For longer tests and examinations, the brevity between performance and knowledge of rightness and wrongness should be reduced to the minimum.

It is important that teachers go over papers with students after they have been graded and that students write in their corrections. These should then be returned to the teacher for rechecking.

Types of Tests

Tests Prepared by Outside Agencies

Prognosis, or aptitude: designed to indicate how likely the student will be to succeed in a language he has not yet begun.
Achievement: designed to accompany the student's learning and to determine the level where he is working.
Proficiency: designed to determine how much control a student has after a time lapse since formal training.

Tests Prepared by the Teacher

Oral:

Testing the Pre-reader for Listening Comprehension.
Using the tape recorder, with instructions given by a native speaker, if possible, have the students react by coloring parts of outline pictures, inserting missing parts, and carrying out other activities which can be devised.

> Examples: Color the boy's shirt blue . . . Put a pencil in the girl's hand . . . Put a "2" on the table and a "3" on the chair . . . Put a nose on the face . . . Put a hat on the boy's head . . . Without the recorder, the teacher instructs: Stand up . . . Come here . . . Go to your chair . . . Sit down . . . and other simple commands which the students have been taught to carry out.

Testing for Speaking Ability

Both pre-readers and readers can be tested for their ability to speak by having them echo what is said to them, first in chorus, then sections, then individually in class, and where there is need, privately. Mechanical devices with native speakers are preferable. Use tape recorder for testing after pupil has become sufficiently familiar with it not to have inhibitions: record his voice as he talks with his teacher, his classmates, alone, or reads. Test should be repetition of familiar patterns.

Written:

Dictation

In advance tell the students that the dictation test will be taken from a certain section of their book. The procedure for administering the test is: read the whole paragraph at normal speed; then read each phrase, followed by *one* repetition while students write; then reread the whole paragraph while they check. Do not indicate punctuation; let your voice pauses show that. Do not dictate words separately, but in normal groups.

Selecting the Correct Answer

An answer sheet is provided each student with four possible answers written after each number. Explain that you will read a number of problems or statements. The student circles or underscores the answer that is right. This can be used for many kinds of statements or the teacher may choose to use addition problems.

> Example: The animal in this story is — a dog, a cat, a horse, a cow . . . Three and six are — seven, nine, eleven, twelve.

Supplying Omitted Words

The student is given a paragraph with words omitted but context clear. He fills in the blanks.

Adjective Selection

Each student has an answer sheet with two forms of an adjective given by each number. The teacher reads a sentence in the language being studied, omitting the adjective. The student writes it and inserts the correct form of the adjective, putting it in the right place.

Pronoun Substitution, Affirmative

The teacher reads a question in the language studied and the student writes the answer, beginning with the word YES and substituting the correct pronoun instead of the noun used.

> Example: Do you have the book? . . . Yes, I have it.

Pronoun Substitution, Negative

Explain that you will read a question and the student will write the answer, beginning with the word NO and substituting the pronoun.

Possessive Substitution

The same principle is used and possessives substituted.

> Example: Do you have Mary's book? . . . Yes, I have her book. (The teacher's ingenuity will create many such tests.— Do you have your book? . . . Yes, I have my book.)

Rejoinders

Explain that you are to give commands or ask questions to which students will give suitable response.

Examples: Thank you . . . You're welcome.
May I take one? . . . Certainly.
Where is Mary? . . . She is in front of George.

Transformation

One word in an utterance appears in another form when repeated or written.

Examples: I bought the ticket . . . I bought the tickets.
We stay at home . . . We stayed at home.
He bought the candy . . . She bought the candy.
He dropped his gloves . . . She dropped her glove.

Replacement and Transformation Combined

Mary dropped her glove . . . She dropped it.

Restatement

The student rephrases a statement and addresses it to someone else.

Example: Tell him to write the lesson . . . Write the lesson.
Ask him to tell you . . . Tell me.

Expansion

When a word is added, it takes a certain place in the sentence.

Example: He reads the sentence . . . He reads the sentence well.

Contraction

A single word stands for a phrase or clause.

Example: Put the book on the table . . . Put it there.

Integration

Two separate utterances are integrated into one.

Example: He must tell the truth. This is important . . . It is important that he tell the truth.

Testing Services

Catalogs of Tests in Modern Foreign Languages

Acorn Publishing Company, Inc., Rockville Center, Long Island, N. Y.
Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas.
Bureau of Educational Research and Service, State University of Iowa, Iowa City, Iowa.
Bureau of Publications, Teachers College, Columbia University, N. Y.
Educational Test Bureau, Educational Publishers, Inc., 720 Washington Ave., S. E., Minneapolis 14, Minnesota.
C. A. Gregory Company, 345 Calhoun Street, Cincinnati 19, Ohio.
World Book Company, 313 Park Hill Avenue, Yonkers 5, N. Y.
Banks Upshaw Company, 707 Browder Street, Dallas 1, Texas.

Other Possible Sources

Secondary Education Board, 186 Centre Street, Milton 86, Mass. (Ask if they make available the language tests they use for private elementary school testing programs.)

Modern Language Association, 6 Washington Square North, New York, N. Y. (Ask for any pertinent suggestions.)

Professor Harry Steinhauer, Antioch College, Yellow Springs, Ohio. (Ask for copies of the pretest of a new German test for seventh grade and above. It was developed by the American Association of Teachers of German.)

U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C.

Educational Testing Service, 20 Nassau Street, Princeton, N. J. Professional assistant is Mrs. Elsa Rosenthal. A catalog is available, offering tests in French, Spanish, and Latin.

Chapter 6

RUSSIAN IN THE OKLAHOMA CURRICULUM

As of the date of publication of this *Guide,* only one Oklahoma public school system is offering a program of studies in the Russian language. The committee has requested the teacher to make a brief statement in justification of this program and to relate some of her experiences in connection with it.

This statement is included in the *Guide* with the hope that it will offer encouragement to other school systems to include study of the Russian language in their curriculum.

The statement follows:

RUSSIAN IN THE ADA SCHOOLS

Many people who take the study of French, Spanish or German for granted, often ask, "Why study Russian?" Here in Ada we have been required to defend our desire to learn and to teach this Slavic language and are happy, as our program concludes its fifth year, that our community offers us solid backing and encouragement.

In the first place, the State Department of our national government encourages the study of the Russian language which is classed as one of the critical languages of the present day. For the last three years when our third year Russian language class visited our State Department, a specialist for Soviet Affairs has given an hour of his time to these students explaining the importance of the study and the job opportunities which might be opened by it. Our late Senator Robert S. Kerr sent a letter of appreciation to our superintendent, Mr. Rex O. Morrison, commending his foresight and wisdom in allowing the language to be taught in our schools.

Boys going into service with Russian language credit are being offered additional opportunities to study by the government. One of our graduates of this year who is going into the Air Corps will be sent to Syracuse University to study Russian for twelve months provided he is able to pass a preliminary test. Students who are trying to get into the big universities of our country are finding that their knowledge of Russian is an asset. We have, in addition to the student mentioned above, one student at Tulane University, two at the University of Oklahoma, and one at Rice Institute who began their study of Russian in the Ada Public Schools.

It is estimated that it will take at least fifteen years to supply the demand for teachers of Russian for our secondary schools. This, I believe, is a real challenge holding forth many golden opportunities.

One important thought presented by our officials in the State Department in charge of Soviet Affairs is that the Russian language alone can offer only limited advantages and opportunities, but coupled with political science, sociology, or psychology, it could open many doors. In other words, the language itself is nothing more than a tool, but in our complicated world, a very important one.

We began our work in Russian in the Ada Schools in 1959 with thirteen students enrolled. At present we are offering three years and have approximately sixty-six students enrolled in the three classes for next year. We believe that we have passed the experimental stage and that our study of Russian is here to stay.

As a climax to our three years of study we take each year the members of the third year class to Washington, D.C. In addition to the usual sight-seeing tours, our senator arranges a visit to the State Department and to the Russian Embassy where we hear a lecture in Russian and also see a film narrated in that language. We are agreed that this is a most worthwhile endeavor, and is perhaps the clue to the fact that we have so few drop-outs once the study is begun.

We find our study exciting and challenging and worth every ounce of energy we put into it. With the wonderful encouragement from the University of Oklahoma and our supervisor from the Oklahoma State Department of Education, we hope to continue our Russian language study for many years.

But we must have TEACHERS! The career teacher can qualify in a short time to teach Russian and our work now is at a critical point. At one time we had three schools offering Russian classes in Oklahoma. Now we are back again to the one locality. Some of the students from Ada plan to teach Russian, but can we wait that long! We need help now.

Flossie Roberts Grogan
Teacher of Russian
Ada Senior High School

Chapter 7

BOOKS, PERIODICALS, AND AIDS FOR TEACHERS AND STUDENTS

A Selective List of Materials for Use by Teachers of Modern Foreign Languages has been prepared by the Modern Language Association. Any teacher may secure it for $1.00 by writing the Foreign Language Program Research Center, 70 Fifth Avenue, New York 11. Since it is quite inclusive, we have tried to make our entries practical and brief. Items from the MLA list are given with page numbers for the convenience of teachers who wish more complete information.

A *Purchase Guide for Programs in Science, Mathematics, and Modern Foreign Languages* prepared by the Council of Chief State School Officers may be secured from Ginn and Company, 1510 Young Street, Dallas 1, Texas. The price is $3.95. It contains a modern foreign language reference list, pages 318-328, and a directory of publishers and book dealers, including foreign book sources, pages 329-331. A supplement, published in 1961, costs $1.25.

ALL LANGUAGES

American Geographic Society. Literature on foreign countries. Broadway at 156 St., New York 32. Free lists

Belasco, Simon, ed. *Manual and Anthology of Applied Linguistics.* Rev. Heath: Boston, 1961. Paper $2.95. (MLS 4)

Bibles and selections from the Bible (separate Gospels $0.03 each in quantities). American Bible Society, 310 North Michigan Avenue, Chicago 1, Ill.

Brooks, Nelson. *Language and Language Learning.* Harcourt New York, 1960. (MLA 4)

California State Department of Education. *Looking Ahead in Foreign Languages.* Sacramento: State Department of Education, 1961. $0.60. (MLA 3)

Chilton Books. *Audio-Visual (French, German, Russian) Course.* Color filmstrips, tapes, records. Each course $145.00. For detail write to Chilton Books, 525 Locust St., Philadelphia 6, Penna.

Circling the Globe with Speech. Wilmac Recorders, 921 E. Green St., Pasadena, Calif. Free Lists.

Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40. Imports and distributes atlases and maps.

De Saussure, Ferdinand. *Course in General Linguistics.* New York: Philosophical Library, 1959. $6.00.

Eaton, Esther M., and Mary E. Hayes. *Source Materials for Secondary School Teachers of Foreign Languages.* 3rd ed. (OE-27001B). U. S. Office of Education, DHEW, Washington 25, D.C. 1962. $0.25.

Hayes, Alfred S., New Media for Instruction, Bulletin 4, *Language Laboratory Facilities, Technical Guide for the Selection, Purchase, Use, and Maintenance;* U. S. Office of Education, DHEW, Washington 25, D. C. $0.50.

Huebner, Theo. *Opportunities in Foreign Languages.* Brooklyn: AATF, Brooklyn College, $1.65.

Hughes, John P. *How to Use a Language Laboratory.* Educational and Research Bureau, Universal Electronics Laboratories Corporation, 510 Hudson St., Hackensack, N. J. 1962. Free.

Hughes, John P. *The Science of Language: An Introduction to Linguistics.* New York: Random House, 1962.

Hutchinson, Joseph C. *Modern Foreign Languages in High School: The Language Laboratory.* U. S. Office of Education, DHEW, Washington 25, D. C. 1961. Paper $0.35. (MLA 3)

Iowa State Department of Public Instruction. *Modern Foreign Languages for Iowa Schools* (Curriculum Guide). Des Moines: State Department of Public Instruction. $1.00

Johnston, Marjorie C., ed. *Modern Foreign Languages in the High School.* U. S. Office of Education, DHEW, Washington 25, D. C. 1958. Paper $1.00. (MLS 1)

Johnston, Marjorie, and Esther Eaton. *Source Materials for Secondary School Teachers of Foreign Languages.* U. S. Office of Education, DHEW, Washington, D. C. 1962. $0.25.

Keesee, Elizabeth. *Modern Foreign Languages in the Elementary School: Teaching Techniques.* U. S. Office of Education, DHEW, Washington 25, D. C. 1960. Paper $0.45. (MLA 3)

Learning (French, German, Spanish) the Modern Way. Language packages consisting of tapes, films, filmstrips, texts, and manual for first and second level instruction. 1961. Text-Film Dept., McGraw-Hill Book Co., Inc., 330 West 42nd Street, New York 36.

Life Filmstrips. 9 Rockefeller Plaza, New York 20, N. Y. Free Lists. (MLA 2)

Life World Library. Separate volumes on different countries. Time Inc. Books, Time and Life Building, Chicago 11, Ill.

Marty, Fernand. *Language Laboratory Learning.* Audio-Visual Publications, Box 5497, Roanoke, Va., 1960. Paper $3.75. (MLA 4)

Méras, Edmond A. *A Language Teacher's Guide.* Rev. New York: Harper and Brothers, 1962. $4.75. (MLA 1)

Modern Language Association. FLES Packet. MLA FL Research Center, 70 5th Avenue, New York 11. 1960. $2.00. (MLA 3)

Modern Language Journal. 7144 Washington Ave., St. Louis 5, Mo. (8 times a year) $4.00. (MLA)

New Techniques for Teaching Foreign Languages. Two 30 min. films, 1962. MLA FL Program Research Center, 70 5th Ave., New York 11. Rental $5.00. (MLA 2)

New York State Education Department.2 Bureau of Secondary Curriculum Development, Albany 1. Syllabuses for French (1960), German (1961) and Spanish (1961). Write for prices.

O'Connor, Patricia. *Modern Foreign Languages in High School: Pre-reading Instruction.* U. S. Office of Education, DHEW, Washington 25, D.C. 1960. Paper $0.25. (MLA 2)

Pan American World Airways. Travel guides, teaching units on foreign countries, visual aids. 28-01 Bridge Plaza, Long Island City, N. Y.

Parker, William R. *The National Interest and Foreign Languages.* 3rd ed. U. S. Office of Education, DHEW, Washington, D. C. 1962. Paper $0.45. (MLA 6)

Principles and Methods of Teaching a Second Language. Five 3-reel 30 min. films 1960-61. Teaching Film Custodians, 25 W. 43 St., New York 36. Rental $6.00 each. (MLA 2)

Society for Visual Education, 1345 Diversey Parkway, Chicago 14, Ill. Filmstrips and slidesets. Free Catalogue. (MLA 3)

Spencer Press, George Hilton, Oklahoma Representative: 2449 Huntleigh Dr., Oklahoma City. Discount on records.

Stack, Edward M. *The Language Laboratory and Modern Language Teaching.* Oxford: New York, 1960. $3.95. (MLA 4).

Thrift Press, The. Songs, plays, inexpensive teaching aids and club materials. P. O. Box 85. Ithaca, N. Y. Free list.

The University of the State of New York. Syllabus in Modern Foreign Languages (French, German, Spanish). Albany: The University of the State of New York.

SPANISH

Aires favoritos. 4th ed. Hastings-on-Hudson; Gessler Publishing Company, 1961. $0.50. (MLA 89)

Américas. Pan American Union. Monthly. $4.00. (MLA 112)

Anderson Imbert, Enrique. *Historia de la literatura hispanomericana.* 3rd ed. México: Fondo de Cultura Economica, 1961. Paper $3.40. (MLA 85)

Babcock, Edna E., and others. *Children of the Americas. Spanish Series.* San Francisco: Harr Wagner Publishing Co., 1960. Complete set (guides, discs, readers) $34.00. (MLA 106)

Bull, William E. *A Visual Grammar of Spanish.* Los Angeles: Univ. of California Extension, 1962. Complete set: 472 posters with accompanying *Manual of Instructions.* $95.00; FLES set: 250 posters with manual. $55.00.

Cárdenas, Daniel N. *Applied Linguistics: Spanish. A Guide for Teachers.* Boston: D. C. Heath and Co., 1961. Paper $2.15. (MLA 107)

Castillo, Carlos, and others. *Graded Spanish Readers.* Boston: D. C. Heath and Company, 1961. (MLA 97)

Castro, Américo. Iberoamérica. 3rd ed. New York: Holt, Rinehart and Winston, 1954. $4.75. (MLA 86)

Del Rio, Angel and Amelia. *Antología general de la literatura española.* Rev. New York: Holt, Rinehart and Winston, 1960. 2 vols. $10.00 each. (MLA 109)

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